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ABSTRACT

Proceedings of a seminar on instructional methodology in training programs for English-as-a-Second-Language teachers are presented in the form of papers, presentations, case study reports, and summary narrative. They include: "Debate on Appropriate Methodology" (Roger Bowers, Henry Widdowson); "Report Back on 1985 Case Study" (Kathryn Board); "How the Curricular Context May Shape Language Teaching Methodology" (Hugh Hawes); "The Use of Video Materials in Appropriate Methodology" (Brian Hill); "The Appropriate Place and Use of Audio Materials" (Bob Marsden); panel discussion on appropriate methodology (Tim Johns, David Cobb, Mike Beaumont); "Computer Assisted Language Learning" (Tim Johns); "Student Reports on Use of Language in UK/Language Learning" (Alan Tonkyn); "Testing Students' Competence" (Charles Alderson); "The English Language as Aid" (Roger Iredale); "Institutions and Their Involvement in Appropriate Methodology" (Terry Gerighty); case study reports on materials writing (Somalia), English and computer science (Tunisia), primary in-service training (Malaysia), setting up a project (Sri Lanka), and syllabus reform (Hong Kong); and special interest group reports on teaching large classes, pre-departure briefing, and interaction in front of the computer. (MSE)

Dunford House Seminar Report 1986

Appropriate methodology

ED358708

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APPROPRIATE METHODOLOGY IN ELT

A Report on

The Dunford House Seminar

14-24 July 1986

Edited by: Richard Webber
Tony Deyes

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THE DUNFORD HOUSE SEMINAR

This is an annual residential seminar run by the English Language and Literature Division of the British Council as part of its commitment to the provision of training and updating for ELT specialists employed or sponsored by the Council. The seminar serves not only British Council career officers but also Council recruited ELT staff - those working on schemes funded by the Overseas Development Administration and those employed in the Council's own language centres. The desirability of promoting exchange of experience between these various groups guides the selection of the participants from names put forward by Representations. During the two weeks spent at Dunford House in West Sussex the participants are able to meet and discuss issues with leading British academics and ELT Council staff in similar situations to themselves from all over the world, and to exchange ideas and experiences in both formal and informal settings.

Previous seminar topics have been:

1978	ESP Course Design
1979	ELT Course Design
1980	Communicative Methodology
1981	Design, Evaluation and Testing in English Language Projects
1982	Teacher Training and the Curriculum
1983	Design and Implementation of Teacher Training Programmes
1984	Curriculum and Syllabus Design in ELT
1985	Communication Skills Training in Bilateral Aid Projects

Copies of reports of the above seminars are available on request from:

English Language Services Department
The British Council
10 Spring Gardens
London SW1A 2BN

Cover Design by Sue Scullard

Engraving of Dunford House, near Midhurst, West Sussex, where the seminar has been held since 1979.

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DUNFORD HOUSE SEMINAR 1986

Monday 14 July	Tuesday 15 July	Wednesday 16 July	Thursday 17 July	Friday 18 July	Saturday 19 July	Monday 21 July	Tuesday 22 July	Wednesday 23 July	Thursday 24 July
	Debate on Appropriate Methodology: R Bowers H Widdowson	Case Study Groups	Case Study Groups	Panel Session: ESP: Tim Johns	Interim Case Study Reports	Student Reports on Use of English in UK/ Language Learning: Alan Tonkyn	Case Study Groups	Institutions and their Involvement in Appropriate Methodology: Terry Gerighty	Conclusion
	Report back on 1985 Case Study: K Board			Teacher Training: Mike Beaumont Materials Writing: David Cobb	Interim Seminar Evaluation				Evaluation
LUNCH (1300-1400)									
Participants arrive at Dunford House	Formation of Case Study Groups	How the Curricular Context may Shape Language Teaching Methodology: Hugh Hawes	The Use of Video Materials in Appropriate Methodology: Brian Hill	Case Study Groups		Testing Students Competence: Charles Alderson Case Study Groups	Case Study Groups	Case Study Report Back and Discussions Address by Director General	
DINNER (1900-2000)									
Welcome and Introduction Opening Remarks: T Deyes/ R Vidler			The Appropriate Place and Use of Audio Materials: Bob Marsden	Computer Assisted Language Learning: Tim Johns			The English Language as Aid: Roger Iredale		

* Note: Morning Sessions begin at 0900

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Hugh Hawes	-	Institute of Education, University of London
Brian Hill	-	The Language Centre, Brighton Polytechnic
Roger Iredale	-	Overseas Development Administration
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Bob Marsden	-	English by Radio and Television, BBC
Alan Tonkyn	-	Centre for Applied Language Studies, University of Reading
Henry Widdowson	-	Institute of Education, University of London

PREFACE

This is the ninth Dunford Seminar Report, and as with each Seminar, so each report takes on a slightly different format. This one in particular aims at being a report rather than a set of academic papers. The 1986 seminar was structured in the following way. Outside speakers conducted debates or gave presentations on a variety of topics relating to the central theme of Appropriate Methodology. These external contributions provided stimulus and direction for the five case-study groups which were comprised of course participants and were conducted throughout the Seminar. Additionally, impromptu sessions were arranged by participants. The three parts of the report thus reflect these components.

We have attempted to produce a more immediate report through summaries of the talks and case studies. For each talk three 'rapporteurs', under the later guidance of the session chairperson produced the reports found here. These, we hope, highlight the main points made by each speaker and capture the argument structure of the talk in question. They should thus serve as an aid-memoire for those who came, and as a source document for those who were not able to be present but want ready access to the central ideas. Trevor Rutter's Activity Review of British Council ELT Activity stressed the need for the Dunford Report to be accessible for those who couldn't participate; we should be glad to hear whether or not we have achieved this, for possible future consideration. It is further to be hoped that none of the summaries contains serious omissions from, or misrepresentations of, what speakers said; taking a participant-centred point of view, each report represents the "message that got across".

The case-study group "secretaries" performed a "tour de force": (a) in producing summaries simultaneously with report-back sessions on the last afternoon of the Seminar; (b) in keeping those summaries within the required length of five or six pages when the report-back sessions themselves lasted 45 minutes for each group. Here, of course, there has been an inevitable loss; the spirit of the case-study groups - like the spirit of the Seminar itself - can never be fully conveyed on paper; likewise the atmosphere of the report-back session itself - a veritable "festival" of VDU's, charts and transparencies, some of them prepared well into the early hours the night before behind closed doors - is simply lost. The case-study reports have been slightly edited so that all of them follow the pattern: Background, Task, Discussion and Proposals, Remarks, Action Plans. This, we hope, again makes it easier for those coming to the reports for the first time to understand their development as case studies and, follow them up if necessary. With this in mind we have also included the names and addresses of the case-study leaders, to all of whom we offer sincere thanks for the work put in both before and during the seminar. Our thanks, too, to those who led the informal and spontaneous Special Interest Groups reported here in Part III, and to the 'rapporteurs' and chairpersons acknowledged at the end of each paper.

This is also an appropriate place to record our gratitude once again to the YMCA and the Dunford Principal, John Mason, and his wife Sue for offering us their excellent hospitality, to the ODA for their generous funding of the event, to those speakers who gave so generously of their time and wisdom and to Robin Vidler the Course Officer. Dunford '86 was another memorable seminar; it is hopefully perpetuated in some small measure through this report, typed and put together by our tireless course secretary, Marion Robinson.

Tony Deyes
Richard Webber

PART I

Presentations

DEBATE ON APPROPRIATE METHODOLOGY

Roger Bowers
Henry Widdowson

ROGER BOWERS

The term 'methodology' can have two meanings for the seminar - classroom methodology (M1) and project methodology (M2), the latter referring to project management. These can both be represented by the same 'fishbone' diagram with the four points labelled:

In M1, which we may call internal, we ask "Is the methodology consistent with an approach to education and curriculum as a whole?" and "Is it carried out using techniques and resources that are feasible and employable?"

M2 (external) is analagous with M1 since the question here is: are the development aims (approach) compatible with the overall development programme (curriculum) and do they make the best use of the resources available? In other words is the programme/project appropriate to the context? In both cases appropriacy is thus dictated by contextual variables.

Questions regarding who makes judgements concerning appropriacy are difficult to answer, since there are generally 'clashes of interest' but deviation from the planned line in order to reconcile such differences should be expected and accepted. We thus operate in a context-dependent situation, while theory, even applied theory, is context-free and is judged in terms of coherence and rigour, it doesn't have to '<u>work</u>' to be right.

Some of Henry Widdowson's views may thus be questioned as to their relevance to the contexts in which we work.[1] Ten quotations from Widdowson provide us with an opportunity for comment.

1. "I think it is important to recognise that language teaching is a theoretical as well as a practical activity, that effective teacher materials and classroom procedures depend on principles deriving from an understanding of what language is and how it is used."

Language is irrelevant. What we need to understand is teachers, students, administrators, and how they react to change.

2. "Discourse can only be taught in relation to actual areas of use."

The vast majority of learners do not, and will not, need to <u>use</u> the language. They are perfectly satisfied with <u>usage</u>. Discourse can be taught in these terms like any other level of language.

---

1. The sources of these quotations from Widdowson are mentioned in the Bibliography at the end of this Report.

3. "Language teachers are often represented, by themselves and others as humble practitioners, essentially practical people concerned with basic classroom tactics and impatient of theory. Such a representation is unnecessarily demeaning."

There is nothing demeaning about being practitioners impatient of theory. Why is it assumed that theory makes practice respectable?

4. "Only by practising communicative activities can we learn to communicate."

All sorts of things can contribute to learning about communication. And how much communication really goes on in the classroom in any case?

5. "A communicative methodology will differ significantly from traditional methodology."

There is no such thing as 'traditional methodology' and probably no such thing as 'communicative methodology'. Any contrast is too ill-defined to be of any value.

6. "If any language teaching is to be concerned with language use, then, it cannot be entirely based on the linguist's idealisation of data which is concerned with the decontextualised sign as symbol."

'To incorporate ...' yes, 'to be concerned with ...', no. Generations of language users have been brought up on a diet of decontextualised signs.

7. "Sound ESP pedagogy requires that course design should service methodology and not, as seems to be the prevalent view, the other way round. It does not actually matter very much, I think, what language the learners are presented with. What does matter is how they can put it to effective use."

Why assume that one way of proceeding negates another? And where is the evidence for preferring one to another? Without any, one proceeds by whim, and the most articulate wins.

8. "It might be objected that I have not dealt with the particular practical problems that the ESP teacher is faced with - problems which call for immediate administrative decisions about what and how to teach, and which allow little leisure for indulgence in theoretical speculation. But such decisions cannot be dealt with in advance: all one can do is to indicate the kinds of consideration that they need to take into account. To the extent that they are informed by principle and not merely controlled by expediency, these decisions must depend on the teacher taking bearings on the theoretical issues that I have been raising here."

There is nothing 'mere' about expediency: and decisions about what and how to teach are the very nub.

9. "Where compromises are called for to accommodate local constraints, they can be based only on an understanding of how the principles of language teaching pedagogy are being compromised."

All pedagogy is 'constrained'. To think of some pedagogic ideal from which the wayward teacher is compelled to depart because of his benighted condition is to devalue performance and its context in favour of metaphysical speculation.

10. "All this may seem excessively elaborate - a glass bead game of over-nice distinctions remote from the reality of practical teaching. But I do not see that anything less complex can provide us with the essential conceptual bearings we need to locate and describe ESP as an area of language Education.

Well, OK, if we are trying to 'locate' and 'describe'. But if that is what we're doing, we are remote from the realities. We've got enough maps: let's have some blueprints.

HENRY WIDDOWSON

The concern of Applied Linguistics is to provide a theoretical perspective for practical and applicable courses of action. Thus, in the diagram for M1 above, approaches are the theoretical backing for a set of techniques and resources are the pedagogical tools of an educational perspective which establishes a curriculum. Applied Linguistics is concerned with all these areas.

And who is the 'we' referred to by Roger Bowers? The resources and their agents are often distinct entities as is the case of ODA and the Council. The relationship between the providers and executors is central to the discussion and thus cannot be encapsulated in a single pronoun.

It is, further, somewhat unfair to hit at Applied Linguistics Departments as 'theoreticians' or 'out of touch'; such departments must demonstrate the relevance of the general principles they teach when they are involved in teaching practice, observation and discussion with the practising teachers who attend their courses.

In reply to the 'critique' of recent views the following points need to be made (numbered as above):

1. We need to understand language too, since this is what we are involved in teaching.

2. Discourse cannot be taught as 'usage'. This is a contradiction in terms.

3. Indeed it is demeaning for teachers to deny the importance of theory, for in doing so they deny themselves opportunities for development.

4. I am not concerned with learning about communication but in communicating itself; therefore I must disagree with the point made.

5. Number 5 is not answerable and number 6, while true, is irrelevant to this statement, which is concerned with effective language teaching.

7. Methodology accompanies course design in a flexible relationship but change in the students' handling of language is brought about by how that language is presented.

8. There definitely is something 'mere' about expediency; it is not informed or supported by principle.

10. Blueprints are something fixed, unchangeable, inflexible. We certainly do not require those in the contexts in which we are working. We require maps, and Roger's M1 and M2 are indeed maps of the kind that Applied Linguists use.

Three further and more general points need to be made:

a. Appropriate Methodology is not new in terms of learning goals; what is new in our considerations of methodology is the socio-cultural context in which Language Teaching takes place. We need to understand more fully the process of learning and, more importantly, perhaps the process of enquiry, which is where universities can make a meaningful contribution, particularly through teacher education, which is central to any discussion.

b. 'Constraints' implies a view of Appropriate Methodology falling short of some ideal in particular contexts. The ideal was thus inappropriate and wrong in itself. We should think in terms of 'conditions', and particularly local enabling conditions which define our own needs and possiblities. Projects require a flexibility of approach and should be seen as networks of collaborative effort.

c. Council personnel are mediators; they are complementary to the universities since they represent a range of unique experiences which inform research and theory. They should thus see themselves as complementary to, rather than in conflict with, the universities.

QUESTIONS AND DISCUSSION

Q: Why was the notion of teacher education left so late in the presentation?

HW: It is, indeed, central to the argument since change is enacted by teachers through re-contextualisation, that is they must be educated to make principled choices, not trained for just one situation; again we are back to a sensitivity to the relationships between approach and techniques in M1.

RB: Teacher education cannot be isolated from the other aspects under consideration.

Q: The receivers of aid are not always on the same wavelength as donors. The ODA/Council policy is one of self-sufficiency, notably through counterparts; receivers often want an on-going 'consultancy' arrangement.

HW: There must be a negotiation with the local context on these issues. This is what makes KELTs unique - their involvement in negotiations and their importance as sources of information both to donors and recipients.

Q: How do we find out what Appropriate Methodology is?

RB: The DTEOs have some contribution to make here through innovations introduced in a non-native context, so to speak, although there are time and financial constraints operating.

HW: There must be a balance between professional appropriacy and financial conditions.

Chair: Tony Deyes

Rapporteurs: Fred Chambers
Jamie Drury
Tom Hunter

REPORT BACK ON A 1985 CASE STUDY

Kathryn Board

PRESENTATION

The 1985 Dunford Seminar included among its case studies an ESP Project for the fisheries industry in Ecuador which was then in its early stages. The following account describes the subsequent progress of the project.

1. Description of the Project

The general aim was to produce a package of ELT materials for potential TC scholars and other high level personnel working in the fisheries sector in Ecuador. The need for such materials became apparent when low ELTS test scores were found to be limiting the number of acceptances for appropriate courses.

The personnel concerned were working with a team of seven TCOs who handled the professional side of the training, all of whom were fluent in Spanish. ODA was asked to provide the complementary English language training by means of a KELT type project.

The initial specifications for the materials were that:

- they should be of the self-access type (no trained language teacher would be available);
- they should range in level from beginner to advanced (the immediate goal being success in the ELTS test);
- they should be adaptable to other countries and other occupations.

2. Needs Analysis

The first step was a needs analysis, carried out in June 1985. This was done in both Ecuador and Bolivia on account of the adaptability specification. Findings can be summarised as follows:

2.1 Target group

- False beginner upper intermediate
- University graduates
- Mother Tongue Spanish
- Age 25-40
- Male and female
- Employees in the fisheries industry
- Very traditional educational background

Two sub-groups emerged - the potential TC scholars, and those who would require English for other kinds of professional upgrading.

2.2 Use for English

- Occupational
- Discipline-based educational
- Reading* (eg manuals, journals, reference books)
- Listening, speaking (eg with visitors to the Institute from abroad)
- Writing (eg notes on research)

* Reading was seen as the most important skill to be developed though the learners' own feelings were that speaking was of prime importance.

2.3 Constraints/Conditions

- Regular attendance at formal classes would be impossible, because of professional commitments
- No full-time trained teacher available
- Wide range of ability and previous EFL experience
- No classroom or facilities for storing materials.

3. The Project Team

After Dunford a team of five was constituted. This consisted of three Council officers, and two freelance writers with appropriate skills/ experience recruited specifically for the project. One of the writers also contributed the graphics for the package.

4. Design of the Package

Working from the needs analysis, the output from the case study group and other project documents the team produced a trial package with the following characteristics:

- Self-access
- Some use of previously published materials
- Range: upper elementary-intermediate
- Flexibility in use
- Progression from traditional and familiar language exercises to skills development activities.

The specific components were:

4.1 Specially written materials (Fisheries orientated)

4.1.1 A Student Workbook

Worksheets organised into 10 units each with 5 sections.

4.1.2 A book of texts

All reading and aural texts.

4.1.3 Students' guide

Answers to exercises
Explanations
Cross references to grammar book (see 4.2.1)
Index

4.1.4 Teachers' guide

Rubrics in English
Aim of each exercise
Answers to exercises
Cross references to grammar book
Cross references to skills practice books
Detailed indexes
Glossary of terms
Tapescripts.

4.2 Published materials (general)

4.2.1 A Basic English Grammar (OUP)

4.2.2 Skills for learning (UMP/Nelson)

5. Organisation of the Materials

5.1 Unit organisation

Each unit contained the following sections:

Section A: A pre-reading worksheet, as preparation for the readng activity in Section B (eg introduction of lexical items, presentation of text in small chunks).

Section B: Reading text and skill-based tasks (eg scanning, focussing, information transfer).

Section C: Optional more advanced reading texts with skill-based tasks.

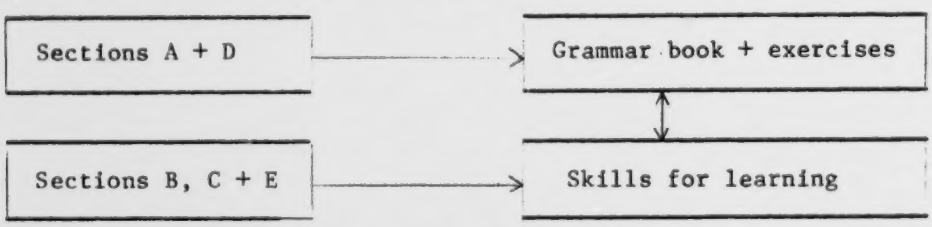
Section D: Guided listening worksheet.

Section E: Full listening text with skill-based tasks.

The texts for Sections A and B were the same, as were those for Sections D and E.

5.2 Relationship with published materials

The specially written and published components were related as follows:



6. Trialling

The package as described above was trialled with 23 students divided into two sets. One group was able to obtain assistance from a supervisor; the other relied on consulation between peers. The latter approach was generally preferred. Other findings:

- Section A performed a useful role as a preparation for the reading tasks.
- Section B was difficult when attempted without this preparation.
- Section C could be managed by those students with some previous knowledge of professional content.
- Section D was too difficult, and needed to be divided into smaller chunks.
- A system of self-evaluation needs to be developed and incorporated into the package.

7. The Next Step

More extended trialling, leading to revision of the package is now required. The proposal is for:

- a 1-year trial in Ecuador, with a teacher on the spot to monitor progress;
- a similar trial elsewhere (eg in Bolivia) without supervision.

QUESTIONS AND DISCUSSION

Q: How much was gained from the 1985 case study?

A: There was no time during Dunford 1985 to develop a detailed course design and exercises, but the general discussion of the data threw up valuable ideas.

Q: What was the cost of the project?

A: The salaries of the two writers, plus the time of the three Council staff, travel, materials etc were budgeted at £60,000. Cost-effectiveness has been a key feature, with replicability in other situations being a major objective, so far as ODA was concerned.

Q: Does basing the package on professional material lead to boredom?

A: Apparently not, since the topic range is broad enough to include areas beyond the immediate specialism of individual students.

Q: Would it have been helpful to develop reading skills in the mother tongue before trying to do this through English?

A: This had not been considered, although it is true that most of the students are rather reluctant and infrequent readers.

Q: Is there any evidence on the benefits or drawbacks of the self-access mode?

A: A formal classroom situation was unnecessary, but students did find it helpful to have someone available to guide them, not necessarily a trained teacher. In other respects, students were well able to organise their own learning.

Chair: Richard Webber

Rapporteurs: Michael Chandler
Barry Sesnan
Jennifer Smith

HOW THE CURRICULAR CONTEXT MAY SHAPE LANGUAGE TEACHING METHODOLOGY

Hugh Hawes

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1. Ideally methodology is content, but in order to be effective it has to be appropriate to a number of factors, as follows:

   1.1 **LEARNING**: At every level it is important that teachers, whatever their subject area, understand the nature of their craft and the learning procedures it demands. Teachers should also be aware that these will probably differ from subject to subject.

   1.2 **CONTEXT**: This can be viewed under the headings of physical, material and human resources. In education these aspects of the context are very often vastly underused but this can be overcome by greater emphasis on drawing support from the community. The environment in which we work can provide simple and direct resources such as local newspapers, old textbooks and pupils' own work. Such possibilities should not be denigrated or ignored.

   1.3 **EDUCATION**: The training and the pedagogic traditions of teachers are also important and we should bear in mind that staff will often revert to more formal methods of teaching simply because they are less bother, although active methods are usually more fun.

   1.4 **STATE OF DEVELOPMENT** at the local and the national level. If the stage of development favours it, then messages of national importance could be fed into all aspects of the curriculum as agents of change linking schools with the community and the home.

   It is a question then, of being sensitive to local factors such as the above and educating for 'now' as well as for later. The international 'Child to Child' programme educates through topics such as

   a. Personal and community hygiene

   b. Food and nutrition

   c. Helping handicapped children

   d. Growing up healthy and happy

2. What are the barriers, then, that may militate against the use of local resources and the development of appropriate sensitivities?

   2.1 Traditions of teaching reinforced by the attitudes of the administration and inspectorate.

   2.2 Patterns of teacher education and the assessment of teacher competence.

   2.3 Current syllabuses and approaches to them.

   2.4 Current textbooks.

   2.5 Examinations.

3. We could help to set ourselves free from these restraints by:

   3.1 wider discussion at both central and local level on how to improve the content of the curriculum given the priorities identified.

3.2 a reassessment of curriculum development by widening the circle of those involved to include practitioners, and by looking at a wider range of subjects including their methodology with a view to greater integration. The following grid could provide a workable schema:

	CENTRAL	LOCAL	SCHOOL
AIMS			
PLAN			
MATERIALS			
EVALUATION			

3.3 a reassessment of textbooks with the aim of making them less durable, less self-justifying, while including more local material and encouraging group learning.

3.4 taking a new look at examinations and their appropriacy to the context.

DISCUSSION

After a short question and answer session, the participants broke up into their topic groups to discuss the following points:

Consider the general relevance of the arguments put forward for a methodology more appropriate to:

i. Learning processes and skills

ii. Resources (physical, material, human)

iii. Culture

iv. Teachers

v. Local and national development

How far do the barriers identified exist and what possibilities are there of beginning to overcome them?

How far do these issues particularly affect the English language curriculum and the English teacher?

What is the role of language and the language teacher in promoting a more relevant methodology in any of the ways discussed or in any other ways considered important and feasible?

This was followed by a wide-ranging discussion around the main theme of the presentation.

Chair: David Kirwan

Rapporteurs: Jim Clissold
Brian Tanner
Paul Woods

THE USE OF VIDEO MATERIALS IN APPROPRIATE METHODOLOGY

Brian Hill

INTRODUCTION

The talk addressed the following areas:

1. Why use TV?
2. What are the problems and how might they be overcome?
3. Ideas related to the teaching of listening, speaking and reading.

The application and availability of TV technology has increased rapidly and is still mushrooming. The use of interactive video using computers is going to be the next stage. The whole technology is so significant that its use in ELT should be addressed.

REASONS FOR USING BROADCASTS

1. Strong, attractive motivator - takes the pressure away from the teacher
2. Source of authentic speech.
3. Language in action in 'real' situations provides simulated authenticity.
4. Topicality of the moment and in the longer term.
5. Source of experience of the source country.
6. Professional standards of broadcasting.
7. Capable of flexible exploitation.
8. Teacher training - useful in maintaining language levels for non-native speaker teachers; backwash effect on methodology.

PROBLEMS INHERENT IN THE MEDIA

1. Broadcasts are ephemeral.
2. Broadcasts are associated with entertainment - they require a mental leap to the learning mode.
3. Appeal to a mass audience so have to be adapted by the teacher to specific use; danger of specific cultural insensitivity.
4. Good radio or TV <u>can</u> be bad teaching/learning material.
5. Group listening/viewing difficulties: eg technical problems, sound problems.
6. Getting information about programmes.
7. Copyright.

USING TV BROADCASTS FOR LISTENING PRACTICE

In a recent survey of video use 61% of respondents said they were practising the listening skill but in fact appeared to be practising the speaking skill. The success of teaching using video is often judged through oral response. Respecting learners' 'right of silence' is important in maintaining their confidence in the medium. A further fundamental principle is to restrict the tasks set to those you are confident learners can do.

EXERCISE TYPES

1. T/F questions.

2. Multiple choice.

3. Select words in grids: a discrimination exercise, matching words in grids to what is on the tape.

4. Compilation of lists, eg:

   - make a note of anything connected with transport

   - make a note of every polite request.

5. Gap-filling.

6. Summary in English/Mother Tongue.

7. Guess the personality game.

8. Re-arranging texts.

9. Who said what: a grid containing utterances and characters in the video. The two can be matched.

For more advanced learners the following could also be used:

10. Keyword context questions: give a keyword and ask students to listen for the context.

11. Translation of words/idioms, phrases: an idiom or phrase is given in the students' mother tongue. They must then identify the equivalent English phrase in the video.

USING TV FOR SPEAKING PRACTICE

1. Repetition of caption phrases.

2. Repetition of phrases with teacher intervention.

3. Repetition of phrases without teacher intervention.

4. Predictive speech + recall: play right through once, rewind, play again pausing to ask students to recall what comes next.

5. Predictive speech - pure.

6. Pupil originated question work to teacher

7. Pupil originated question work to other pupils.

8. Synonym work.

9. Stop-frame description.

10. Stop advert halfway through.

11. Turn off sound and pupils reconstitute the dialogue.

After the programme:

12. Retrospective questioning by teacher.

13. Retrospective questioning by student.

14. Mime cues: freeze frame released only when dialogue continuation is provided.

ADVANCED SPEAKING PRACTICE

1. Some of the above exercises regraded.

2. Re-use of key words/phrases.

3. Role-play.

4. Pair work based on scripted dialogues, phasing out script for A, then B, then both.

5. Commentary work without hearing the original.

6. Commentary work based on the original.

7. Retelling the story (just a minute): as a chain, two groups or pairs.

8. Preparing group radio programmes.

9. Work with CCTV cameras.

WRITTEN WORK

1. Questions with jumbled answers or clue letters.

2. Crosswords and word games.

3. Short dictations: commentary is better than dialogues for this exercise (between initial and final play through the teacher can present the text in phrase clusters).

4. Completion of script.

5. Pair work based on creating a parallel script.

6. Proof marking (underline differences/mistakes).

ADVANCED WRITTEN WORK

1. Translations and retranslations of sections.

2. Translations and retranslations of key sentences.

3. Transcriptions.

4. Note taking.

5. Proof correction.

6. Summaries.

7. Reports.

8. Composing scripts for adverts/news items/descriptions.

DISCUSSION

Discussion centred around the following areas:

Q: One problem for the overseas user is the incompatibility of equipment especially between the rest of the world and the UK.

A: There seems little likelihood of any progress towards universality of systems. Multi-system videos are now available and lessen the problem.

Q: How can one overcome the visibility problem in large classes?

A: Large screen TVs are now available and becoming cheaper. Quality is not as high as in small screen TVs.

Q: What is now the position as regards 16 mm format film?

A: The rise of video has resulted in the decline in use of 16 mm film. This represents a problem particularly in many parts of Africa.

Q: Many of the countries in which KELTs work find video a costly medium.

A: In spite of the increase in video worldwide this is not reflected in rural areas. Cost, technical back-up and training are all problems.

There was a good deal of discussion on how realistic it is to exploit the use of video in order to focus on specific language skills by, for example, separating the spoken from the visual when the medium itself emphasises integration of these skills.

Chair: Alex Teasdale

Rapporteurs: Adrian Holliday
Linda Cody
Richard Trewby

APPROPRIATE PLACE AND USE OF AUDIO MATERIALS

Bob Marsden

The English by Radio and Television Department of the BBC now has three purposes:

1. The production of radio programmes and audio cassettes.
2. The production of TV and video programmes.
3. The production of accompanying books.

It may be of interest to note that while TV and video programmes are sold to foreign broadcasting stations those for radio are offered free of charge.

This presentation is mainly concerned with producing audio materials and, in particular, with three points:

1. How to use them appropriately in the classroom.
2. How to make them for a particular audience.
3. How to make materials appropriate for the auditory medium and the ways in which they differ from those written for print.

Given that the most common medium for language teaching materials is possibly print, it may be useful to summarise the main differences between radio and print materials in the following way:

	RADIO	PRINT
1.	ephemeral	permanent
2.	linear	non-linear
3.	non-stoppable/non-controllable	stoppable/controllable
4.	demands immediate response	allows time
5.	auditory 'layout'	visual layout
6.	auditory support	visual support
7.	spoken work	written word

Differences 1-4 lead to comprehension problems because the radio medium is non-repeatable (no 're-reading' is possible); there is no individual pacing and it is hard to cross reference. For differences 5 and 6 visual layouts are on the whole clearer and radio and visual supports tend to be much stronger. As regards difference 7, the written word is more easily understood and remembered.

What then are the advantages of radio and audio materials in general, and what points might be borne in mind when preparing the latter?

Audio is the best portrayer of the spoken word and it acts as a brightener for texts and dialogues, thus increasing student motivation. As regards points 1-4 in the table above, audio materials are closer to the 'real' situation than print, although this can lead to a dilemma: taped reality alone is harder to understand that reality itself, putting an extra burden on the learner. English spoken slowly is easier to understand but then it is distorted.

A number of solutions to this dilemma can be suggested (and were extensively used by the speaker):

1. Naturally slow speakers can be used.

2. Background noise can be left in as a suggestion of the wider context, but at a low level.

3. An auditory 'layout' can be provided by allotting different voices for different roles e.g. introducer, questioner, teacher, model etc thus paralleling in a sense different type-faces in print materials.

4. Students can be prepared by being given the text or dialogue beforehand.

QUESTIONS AND DISCUSSION

Q: For reality, are nationals of the country concerned used in the programme?

A: Often, but this is liable to bring protests from listeners who expect to hear RP on the BBC.

Q: Can a plea be made for the sound effects on tapes, such as those produced for Cambridge exams, to be dulled?

A: There is no real answer to this, but some effects can be mitigated by using a particular type of cassette player; for example, stereo will give more satisfactory results than mono.

Chair: Jennifer Smith

Rapporteurs: Joan Palmer
Michael Freeman
Robin Hamlyn

PANEL SESSION

Tim Johns
David Cobb
Mike Beaumont

TIM JOHNS

'ESP in China' is a good starting point for any discussion on Appropriate Methodology. ESP teachers in China faced certain universal problems, such as lack of status, the worst timetable hours, no research opportunities. One way the Chinese found of overcoming all of these problems in one blow was that Chinese specialist subject students at Birmingham were expected to return to their own country to perform the two jobs of specialist and English teacher. This could well mark a trend for the future in ESP.

Since there is a shared assumption bound in with culture and technology between the teachers and the students as to how language is learnt, such an approach can lead to appropriacy of classroom activities and materials. Thus such teachers did not interfere with centuries old study habits such as student preparation and revision of lessons. Communicative methods are resisted because of the traditional 'old man' status of the teacher and his fear of being asked a question he cannot answer. On a more general level the use of the TV series 'Follow Me' has proved very appropriate to the Chinese situation because it has brought other aspects of the life of the English speaking world to its audience - a factor which coincides with the Chinese view of English as being a 'window on the world'.

As regards the visiting expert such as a KELT, he should settle into the system, and not expect to bring about changes all the time. Consultants should be economical with ideas of innovation and need to point out only the important areas where change may be beneficial.

DAVID COBB

All too often in the past publishers rehashed old books for new specific markets. This particular version of a top-down approach is, however, increasingly being replaced by custom-written materials, with country-specific features arising from:"

- the local syllabus;
- local members of a writing team;
- technical considerations (Ministry contract specifications, cost, production options);
- teaching conditions and the educational tradition;
- cultural and political considerations.

The Teacher's Book is the main vehicle for innovation in methodology with a new course, though cues and reminders to the teacher can be included in the Student's Book. A minimal Teacher's Book might confine itself to an outline methodology, lists of new language iatems in each section, keys to exercises and tape transcripts. More detailed Teachers' Books might also include

blow-by-blow lesson guidance, oral drills, timings and background language discipline.

Teachers' Books are often ignored, sometimes because they are pitched above some users' language level; and, unfortunately, there is a widespread official opposition to the use of L1 in them. The readability of Teachers' Books in English is, however, important.

MIKE BEAUMONT

"Windpumps, materials design, and John Harris's recipe for spaghetti carbonara - a long-term approach to in-service training."

Alan Matthews (1983) raises the following problems with regard to in-service training in Portugal:

1. The uncritical response of the teachers.

2. The level at which to work, with mixed ability groups of teachers.

3. Teachers' lack of confidence in their own ability to produce materials.

4. The credibility gap, ie "It's OK for native-speakers, but what about our own situation?"

5. Lack of time, eg to prepare communicative techniques, with a full teaching load.

Schumacher's notion of 'intermediate technology' (which MB preferred to call 'appropriate') parallels appropriate methodology, as can be seen in the steps for developing items like windpumps:

a. research
b. design
c. manufacture
d. installation
e. maintenance

Suggestions for appropriate teacher-training include group work preparing materials. In this activity teachers should be involved and teachers' own materials should be embodied in a 'handbook' (on the Brumfit (1980) pattern). This may meet the teachers' need for a guide as well as allowing for 'progressive change' in materials design, ie the process should be dynamic.

A further analogy with the adaptation of a recipe for spaghetti carbonara, suggests the following formula:

$$M = CP^2$$

where methodology (M) requires classroom research (C) on how the best aspects of traditional teaching may be preserved and adapted. Production of materials (P) is squared because of the need for constant repetition.

DISCUSSION

Asked to elaborate on his statement at the beginning of his talk that the top-down approach to syllabus design and materials writing was false, TJ

answered that there were different solutions to the problem. One was a Purpose Analysis - what were students writing reports for (to give one example). Another was to see the text as something to be battled with, as was the case at Birmingham. He thought the results from those kinds of approaches were more useful than having an overall global pattern imposed; there could however be situations where a complementary top-down/bottom-up approach would be appropriate.

Asked about the inclusion of state-of-the-art techniques in custom-written courses, DC stressed that no specific ELT situation was uniform: teachers, learners and conditions vary within any system, and the materials writer must aim at a median level, often to some extent specified by the authorities (though the standard chosen is frequently an urban setting). These considerations apply to the learners' assumed cultural background and general knowledge as well as to learning habits and expectations.

In reply to a question concerning expatriate materials writers who over-estimate the consumers' capacity for innovation, as has occurred in the Sudan, DC pointed out that the materials writer is answerable to teachers, inspectors and the authorities throughout the trialling period. Trialling was vitiated when successive books in a series were piloted simultaneously, rather than sequentially with the same pupils. Some participants felt that inadequate trialling as well as changing fashion was responsible for the ever-shorter life of textbooks.

There was discussion of the means of dovetailing the work of different members of a materials-writing team. DC's experience was that the 'writers' (full-time) soon became differentiated from the 'informants/advisers/critics' (usually part-time members with other responsibilities). It was difficult for more than one person to work on the draft of a single book and one solution, after the planning stage, was for, say two 'writers' to work on alternate boooks in a series.

TJ pointed out the value of word-processors with the help of which materials could be constantly revised. In Morocco, the students' texts remained constant while the tasks changed, thus only the Teacher's Book needed to be up-dated. The morality and feasibilty of the introduction of radically new textbooks to certain countries was also discussed.

On the ability and willingness of teachers to use innovative materials MB recalled that many teachers in Portugal had had too much exposure to new ideas and were overwhelmed. Spanish teachers were determined to avoid the same error and therefore moved more slowly; change is best initiated by the teachers themselves. The credibility gap between native and non-native speakers/teachers can be closed in some cases. In others it can't. However, the fact that native speakers can use the materials suggests that the materials are, at least, usable; ... but perhaps not much more than this. Portugal can also be cited as a case where teacher training for the national educational system had emanated from the DTEO. A DTEO is often an agent for change since it is outside the national system and thus less constrained.

Comments were also made on the lack of thought generally given to the winding down of ODA funded projects, with examples given of projects which had been totally abandoned once the British influence was withdrawn. It was suggested that ELMD and ODA should look at this problem.

Chair: Tony Deyes

Rapporterus: Donard Britten
Brian Bamber
Eddie Richards

COMPUTER ASSISTED LANGUAGE LEARNING

Tim Johns

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1. The micro-computer is, in a sense, a machine searching for a methodology. Three main used in the classroom can at present be identified.

1.1 As a preparer of materials: a micro is more flexible and tireless than a teacher and is particularly applicable in situations where exercises are based on text. One example of this is in the use of cloze test preparation where the users can automatically take out, eg prepositions or other word-classes for a modified cloze-test exercise.

1.2 As an informant: the computer can provide answers to exercises or even, eventually, to questions put by a student. It is evidently cheaper in this capacity than a native speaker and can be tailor-programmed to, eg show how language varies from situation to situation.

1.3 Finally it can be used specifically as a tool. The clearest example of this is the use of the word-processor facility where the student collaborates with the computer in producing a text. Recent work in this area reveals that weaker students seem to show the greatest improvement and often reveal skills that they were not thought capable of.

2. As an informant one of the most fruitful uses of the computer in Language Teaching is as a 'concordancer' where the computer programme extracts key words from a corpus of texts and prints them in context. Common words in context (from a 15,000 word corpus of scientific texts) reveal some interesting properties:

2.1 'At' usually precedes its headword: 'at home', 'at rest'; while 'on' most usually comes after its headword: 'depends on', 'an improvement on', etc. 'At' is also frequently collocated in the corpus with superlatives: 'at first', 'at best', etc.

2.2 'Therefore', frequently taught as a sentence initial item, more usually in the corpus follows a verb:

Therefore

1) the lower surfaces there must therefore be a layer which is the same lengt
2) of real fluids engineers must therefore resort, at least in part, to exper
3) port to a modern community is therefore immense. In primitive, tribal com
4) t per unit of traffic depends therefore on the definition of both the unit
5) ies now predicted. There are therefore major difficulties in applying rea
6) The Road Research Laboratory therefore started to develop a method of ass
7) rm peaks in demand, which can therefore be satisfied only by the provision
8) nto millions of pounds and is therefore beyond the means of small companie*

In as far as such printouts demonstrate that traditional grammar explanations are frequently incomplete or inaccurate, the computer does 'damage' to traditional grammars.

2.3 In the field of vocabulary, too, greater precision is possible. For example, the printout extract below shows 'method' frequently

*The apparent incompleteness of these examples derives from the printout format from which they are extracted.

placed as head noun in a NG preceded by a nominal modifier or numeral, unlike 'way':

1) g you in this article am easy method of designing and structuring larger p
2) m, but for some reason, this method was very slowly applied to programmin
3) to programming. The top-down method is different from bottom-up, where th
4) sign has been done. Bottom-up methods work on the 'how' aspects before the
5) ' aspects. An analogy of this method would be the building of a house, usi
6) nation of the two). The first method may lead to additional cost of conges

1) tion of electricity got under way in Britain before it did in the U.S.. To
2) 0.5%. There are a number of ways in which alloying elements can have an
3) ion to indicate errors in the way the language has been used to write the
4) are not discovered until part way through a run. A compiler translates th
5) structure programs in a clear way for any application. Programming langua
6) ransistor circuits have given way to integrated circuit technology. In th
7) These include sections on the way the memory is organised, how the compute
8) program design in an informal way and relied upon your good sense to guide
9) ually, this is a very natural way to design solutions to any problem, but,

3. A word processing activity also allowed students' writing to be compared with that of professionals (in this case advertisers of rice wine). It was claimed that students could gain insights into their own and others' writing in this way.

4. Even if an institution has only one computer it can be used by many students.

Chair: Paul De Quincey

Rapporteurs: Martin Miller
Tony Deyes
David Clarke

STUDENTS' USE OF ENGLISH IN UK/STUDENT REPORTS ON LANGUAGE LEARNING

Alan Tonkyn

Whilst the stressful environment of studying may cause emotional problems for all, there are particular problems for overseas students; there are thus implications for making our teaching appropriate to those with possibilities of studying in UK.

The factors contributing to academic success or failure for overseas students might be categorised as follows:

A. Intrinsic

1. Age
2. Race
3. Health (physical and psychological - especially psychological maturity)
4. Personality (degree of extroversion)
5. Experience of other systems
6. Motivation (especially commitment to the host culture)
7. Knowledge of subject
8. Language proficiency

B. Extrinsic

1. Climate
2. Diet
3. Accommodation
4. Cultural differences (politico-economic, social, religious, cultural, language, distance)
5. Degree of closure in Culture 2 (including racial discrimination)
6. Course content
7. Course study methods
8. Finance
9. Ease of withdrawal from course.

Success or failure will depend on how the student uses his intrinsic qualities to deal with the extrinsic problems. How the qualities and problems interact is clearly a complex area. For example, an extrovert personality may lead to more language practice and learning, but may also be

distracted more easily from academic matters. Lack of commitment to the subject studied or of empathy with the local culture are likely to militate against success, but lack of linguistic knowledge might be compensated by a good subject knowledge.

Many overseas students feel that British students are unfriendly, and this can lead to suspicions of racial bias. Others comment that British students are equally unfriendly to each other. A survey conducted by Roger Hawkey (1982) found that overseas students had three times as many overseas friends as British friends. This is all related to the degree of closure in a society and it may be that Britain is a relatively 'closed' society in which people are reluctant to become involved.

Zwingmann and Gunn (1983) assert that the typical overseas student's expectations of satisfaction with life and study in UK follow a U-curve. Expectations are likely to be unrealistically high at first and then drop to a 'trough of despondency' before climbing and eventually levelling out either above or below the original level of expectation/satisfaction. The curve for some students, however, may level out at a point around the bottom of the curve.

Work recently conducted by the speaker on students' own perceptions of the importance of factors contributing to academic success, half way through a 10-week course (asked them to rank a series of factors). Although the standard deviation for each ranking was high, the factors at the top of the list which were perceived to be important were mainly academic factors. Social factors were seen as less important. The list is as follows:

1. Knowledge of subject
2. Hard work
3. English language skills
4. Guidance from academic staff
5. Understanding British study methods
6. Personal comfort (food/health/accommodation)
7. Personality/character
8. Good relations with fellow students and British people
9. Freedom from homesickness

Since these students were working together on a pre-sessional course it may be that they would give less weight to social factors than overseas students working with British fellow students on their academic courses.

Three areas deserve attention:

1. Pre-departure briefings
2. Pre-sessional courses
3. In-course provision of support

One means of addressing the first issue is for returning overseas students to brief those about to come to UK, but different briefers can disagree markedly with each other, and are bound to have different levels of satisfaction which might be passed on. Pre-departure briefings are, however, often given at too abstract a level and more anecdotal evidence should be given to demonstrate how acceptable behaviour differs in the host culture. A British briefer speaking the local language would be a great asset. One area that requires particular emphasis is religion, as students coming for the first time to a secular society might well be disgusted and alienated by an unprepared-for 'godlessness'. This was connected with the tendency of people to expect other societies to mirror their own. If they were given information that suggested that this was not so (eg many people do not believe in God), then it would simply not be taken on board. A further factor about briefings that caused many problems was that students were often unsure about how long they would be away from home.

Pre-sessional courses should break the 'cocoon' and involve students with real life, perhaps by involving British students in obtaining historical or geographical information from overseas students. Overseas students clubs provide much-needed support for the outsider, but they can be an easy way out of integration for the overseas student. It was felt that there was a marked lack of awareness amongst tutors of the need for adequate and appropriate support for overseas students after the pre-sessional courses.

STUDENT REPORTS ON LANGUAGE LEARNING

At this point the group watched three videos of students from Yemen, Turkey and Hong Kong talking about their learning experiences. The following points emerged from the interviews.

Video 1 (Yemen)

Positive attitudes to English and speakers of English were evident.

The pace of learning at school was considered too steep but English teaching at university level was valued since it provided more and better opportunities for practising the language.

The language skills were broken down by the student interviewed into grammatical, speaking, listening and reading categories. Reading was characterised by reading aloud and pronouncing the words.

It was felt more useful to follow grammar structures sequentially rather than 'jumping around'.

The Koran encourages perfection and accuracy which raised questions about the possibilities of transference to other areas of learning. The interviewee felt that learning the Koran involved understanding as well as rote learning.

Video 2 (Turkey)

Language learning was seen as unrelated to general educational issues. The interviewee considered there to be three major skills - reading, writing, listening, with writing as the most important area.

Video 3 (Hong Kong)

Dive-gent attitudes were expressed about the relevance of grammar and rules in language learning. Views varied: a 'natural approach' with no

focus on structure or explanation, favoured by a European interviewee, the importance of English for communication with emphasis on fluency rather than accuracy expressed by a Hong Kong primary teacher, and the general tendency for language teaching to use 'grammar' as a necessary base for learning to be built on. It was felt that rules were essential for learners from a Chinese/Japanese L1 background since the language systems bear no relationship to each other. Memorisation was again a fairly major issue, but interviewees favoured contextualised learning rather than simple rote learning.

As regards the four skills, while the importance of speaking and using the language were recognised, interviewees still saw writing as a measure of ability to use language accurately. There was a request for more structured written exercises to help internalise rules.

CONCLUSION

From the above, it was concluded that learners do not always break the language down into the same skills that we do, or alternatively, relate them differently. Practice is seen as highly important.

Findings from surveys of students on pre-sessional courses at Reading University were then presented as follows:

1a. Students were asked to rank the four skill areas in order of importance for success on a future academic course; results were:

1. Listening and speaking
3. Writing
4. Reading

1b. <u>The necessary language 'factors'</u>

1. Vocabulary
2. Fluency (speech/writing)
3. Grammar
4. Pronunciation

1c. <u>Problem areas</u> (in descending order of importance)

1. Speaking/listening (social)
2. Writing
3. Speaking (academic)
4. Listening (academic)
5. Reading (academic)

1d. <u>Pre-sessional course feedback</u>

i. top six materials/activities (in descending order)

(Academic Writing Course
(Listening Comprehension and Note Taking Course
1. (Mini presentations
(Listen to This
(Maxi presentations

6. Project (own subject)

None of the materials were scored as being less than 'useful'.

ii. bottom five (ascending order of importance)

1. Pronunciation practice
2. Project: information sheet on reading
3. Project: TV/Radio programme
4. Pronunciation practice (clusters)
5. Extended writing in class

APPROPRIATE METHODOLOGY

The following points (anecdotal) were drawn from the Reading Course.

1. The need to explain the approach, eg Omani students expected a reading class to relate to reading aloud.

2. There is a tendency towards a teacher-centred view since we start from our expectations of what is learner-centred.

3. Textbooks should be 'transparent', ie demonstrate the approach.

4. Oral work - there is a need for appropriacy in the balance of accuracy/fluency. Individualised self-access oral materials were suggested related to feedback on oral presentations. It was felt necessary to avoid too overt seminar skills (eg language of interruption).

5. Note taking skills should be handled more overtly.

6. Writing should focus on process rather than product.

7. Vocabulary - inadequate vocabulary inhibits the development of skimming/scanning skills.

Chair: Robin Hamlyn

Rapporteurs: John Knagg
Muriel Kirton
John Wood

TESTING STUDENTS' COMPETENCE

Charles Alderson

PART ONE:

Appropriate Testing in relation to learners and teachers

1. It is possible to say that all testing is appropriate when professionally carried out, as all tests are checked for validity and validity is reasonably similar to appropriateness. Certainly in the minds of users and others, tests are expected to be more explicit than many other aspects of language work in their aims and how they fit the needs of the target group. Users are likely to complain when tests are 'inappropriate'.

2. On the other hand, when appropriateness is also thought of as suitability certain demands made on tests may be in conflict. Examples of potential conflicts are between:

the goals of the test
the need to cover the syllabus in the test
the need for feedback
the need to reduce inconvenience, etc.

3. Some users will always find testing, as such, inappropriate.

4. In recent years tests have become more and more appropriate, for example:

i. the change from the Davies tests to ELTS, in which features of the target situation are included;

ii. the AEB test of English for Educational Purposes;

iii. the TOEFL writing test.

5. Although tests are being made more appropriate to learning they are not yet appropriate to learners. In this context the 'Graded Objective movement' and the new GCSE are good examples. In Sri Lanka new test-types are being introduced with the specific aim of changing learning.

6. Why do tests have such a negative image?

i. teachers cannot support their students or intervene;

ii. teachers, used to constant feedback, find it difficult to write tests; they need to be more explicit than they are used to;

iii. the person tested cannot have a (immediate) second chance moderated by correction of errors;

iv. learners are not allowed their natural cooperation;

v. the consequences of failure may be severe;

vi. tests are selective and cannot test all the work taught/learned;

vii. tests are prescriptive rather than descriptive;

viii. tests have a negative effect on the teaching of the normal syllabus.

7. Must tests be as described above? Can tests be created that:

i. are descriptive

ii. allow cooperation between students

iii. provide continuous feedback?

8. Would support for the person tested actually change the assessment? Could the learner be involved in the testing process, especially in design and development?

There are 4 areas where this could be examined:

i. to gather learner opinions on 'face-validity' of contact and method. Some research has already been done on this.

ii. to examine learners' strategies from how they say they take tests.

iii. to examine the learners' introspective processes about answering the tests.

iv. to encourage learners to be agents rather than patients in the test process so that they can show what they have learned in the best way.

10. In certain circumstances self-evaluation may be appropriate; it may be possible to help this process to be more accurate. However, self-evaluation is unlikely to work when 'the consequences' face those who do less well than others.

Discussion

Discussion was on the following topics:

1. Self-evaluation is affcted by cultural and personality problems; eg Chinese may regularly undervalue themselves.

2. Learners are not aware of all the possible testing techniques. How, then, could they choose the most appropriate method to be tested by?

3. The actual involvement of the learner in his own assessment would tell us something about his competence, but there are dangers of the kind referred to in 1.

The participants in the discussion felt that no general conclusion could be drawn. Self-evaluation, particularly, would depend on the educational system already extant. They saw more value in trying to influence learning by changing tests. In the real world examinations usually have dire consequences. Status, careers and future education depend on them. Cheating is rife. The official system in Hong Kong had abolished tests but 'underground' tests had appeared. Tests should not be 'enshrined in concrete': renewal should be built in.

PART TWO

1. ELTS: an 'appropriate' test?

It could be argued that ELTS is a test particularly appropriate to its target situations and purposes in that:

- it effectively screens applicants for academic study, especially in the UK;
- it provides valuable diagnostic information for language teachers and admissions officers, in the form of language profiles of candidates.

However, it still needs to be demonstrated that the test is sufficiently appropriate. This can be done through normal validation procedures and, to some extent, by eliciting students' views on its content and procedures.

2. The Edinburgh Validation Study

Both of these approaches have been used in a study of the ELTS test currently being carried out at Edinburgh. Findings to date include the following (based on a sample of 1,248 candidates):

a. Student views on difficulty

- About 70% of the sample considered the test as a whole to be fair, thus implying a reasonable face validity.
- 8% found the complete test too long or tiring.
- Physical conditions were sometimes adverse, eg poor acoustics/ background noise during the G2 test (Listening Comprehension).
- G1 (Reading) was considered easier than G2 and M1 (Study Skills).
- M1 was considered to be the most difficult sub-test; reasons given included the length of the texts, the nature of the tasks, the presentation of information in the non-verbal form, and the lack of modules directly related to the candidates' proposed fields of study.
- M3 (Interview) was felt to be the easiest sub-test.

There were few negative comments apart from those mentioned above. However, the following were mentioned:

- The test does not accurately assess ability in English.
- The test assesses memory.
- The test assesses general intelligence.

b. Levels of performance in the complete test

The performance on the test of all candidates during a 3-year period (17,000) was compared with that of the sample referred to in a., who had all begun courses in the UK. Results were as follows:

Overall Grade	* All Candidates worldwide (%)	UK sample (%)
Below 3.5	11.9	1.8
4 - 4.5	23.4	9.0
5 - 5.5	31.8	27.7
6 - 6.5	22.3	37.3
7 - 7.5	8.4	18.2
8+	1.9	5.9

* Except 'non-academic' module.

c. Performance of UK sample in different test components

Band	G1	G2	M1	M2	M3
Below 3.5	32	12	26	32	4
4 - 4.5	129	78	114	87	28
5 - 5.5	261	133	153	156	95
6 - 6.5	206	209	192	214	183
7 - 7.5	33	175	142	130	192
8+	59	113	93	99	217

Some obvious conclusions can be drawn from this analysis:

- Sub-tests G2, M1 and M2 are broadly in agreement, so far as level of difficulty is concerned.
- G1 is a rather more difficult test than candidates consider it to be.
- M1 is rather easier than candidates believe it to be.
- M3 is perhaps too easy.

The figures were also compared to those obtained through self-evaluation (based on descriptions of the significance of each band). The correlation was rather low, ranging from 0.2 to 0.5 for the different sub-tests. Higher correlations were obtained, however, from a comparison of the ELTS scores with a subjective evaluation by the candidates' institutional supervisors.

Tutors' perception of adequate language performance by the candidates in their academic courses corresponded to ELTS scores of around 5 for G1, 7 for M1 and 8-9 for M3 - another indication that the grading of the M3 sub-test requires revision.

d. Academic performance of sample candidates

The performance in their UK courses of 683 of the sample ELTS candidates was analysed, the breakdown being as follows:

ACHIEVEMENT	NUMBER	
Fail	34	94
Lower level pass than required	60	
Pass at required level	265	408
Pass at higher than required level	143	
Course in progress	181	

The value of ELTS as a predictor of academic success was thus limited in this sample, since the majority of students succeeded in their courses.

Q: CA asked the group for their reaction to ELTS as a test and suggested the following areas of consideration:

i. What revisions should be made?

ii. What revisions would make it more 'appropriate'?

A: One of the possible causes of high M3 marks is that a long period abroad makes the KELT less able to judge.

Q(CA): Should we therefore scrap M3?

No, because a face-to-face interview, which involves getting to know the examinees as people, is vital, despite its subjectivity.

Q(CA): Do you have any suggestions as to how ELTS could be revised?

A: By providing a much wider range of modules.

(CA): This is not possible for logistical reasons.

A: By supplying a wider variety of M3 prompts in the non-academic module.

A: By giving a longer head in and verbal preamble to the G2.

Q: It would be interesting to see how native speakers do on ELTS with regard to such criteria as objectivity and examiner reliability.

A: Native speakers have done ELTS and they get between 7 and 9, never less.

Q: ELTS is designed as a test of academic English but is being used in some situations for non-academic candidates.

A: Concerning the issue of matching modules to candidates, in the validation study, about 60 of the 1,700 examinees were mismatched.

Suggestions to avoid such a mismatch were:

i. to provide a wider range of more subject-specific modules;

ii. to give all candidates the same general test.

... or iii like the JMB exam to choose which nobody is likely to know, eg heraldry.

Q: The Cambridge Proficiency examination is accepted by some universities as an adequate English entry standard. Has any work been done on relating Proficiency Scores to academic achievement within British universities, since it is a general, non-ESP type test.

A: No.

Other comments were:

A wider availability of the ELTS training video, with its sample interviews, would help examiners maintain their objectivity.

Examiners tend to compensate for nervous examinees, with their tendency to evaluate what they think the examinees could do rather than what they actually do in the exam.

Q(CA): Do you have any suggestions as to how ELTS could be revised?

A: By providing a much wider range of modules.

(CA): his is not possible for logistical reasons.

A: By supplying a wider variety of M3 prompts in the non-academic module.

A: By giving a longer lead in and verbal preamble to the G2.

A: By making the test shorter. A three and a half hour test, taken in difficult conditions, reduces candidates' concentration and hence the effectiveness of the test. Having to take time off work creates problems too.

A: With regard to matching the examinee to the module, perhaps the same number of modules could be kept, but with a much more comprehensive list of professions classified according to module.

Chair: Pam Thickett

Rapporteurs: Michael Chandler
Ian Thomas
Barry Sesnan

THE ENGLISH LANGUAGE AS AID

Roger Iredale

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1. I am delighted to have this opportunity to speak to you at this important meeting. The majority of you present are KELT officers serving under the Aid Programme, and so this opportunity to meet and talk to you is one which I greatly value. I look forward in our discussion after my initial remarks to hearing of your experiences and also to talking to you informally later. You will know my Education Adviser colleagues at ODA, not least because in most cases one of them will have been involved in your appointment and in the thinking that led to the creation of your post. If you have been in post for any length of time you will have met your respective Geographical Education Adviser, whether that is Mr Francis, Mr Copes, or Dr Steele. If you work in francophone Africa you will perhaps have met Dr Treffgarne of London University, who is Dr Steel's alter ego in those countries. As a team we take a keen interest in the English Language work performed under the Aid Programme, because it forms a substantial proportion of the aid to Education which we give annually, and because it is one of the key areas in which Britain is pre-eminent in relation to other aid donors. There are not many value judgements one can make with total confidence, but one which I would regard as completely safe is the view that no other donor can be regarded as having such an enormous resource of expertise both overseas and domestically as Britain in the field of the teaching of English.

2. Let me say a little more about the pre-eminence of ELT in the Aid Programme. In 1983 ODA made an important decision to shift its funding from a functional scheme, which was called the Key English Language Teaching Scheme, to the geographical funding on which virtually all of ODA's other programmes rest. This decision was taken after the issue and discussion of an evaluation report by one of my predecessors, Jack Thornton, and Bob Thompson of the University of Bristol. Thornton and Thompson had in fact recommended against the alteration of funding, because they believed that ELT was a resource which needed special protection. My colleagues and I in ODA gave considerable thought to this recommendation but concluded otherwises: not that ELT was not a special resource, but that it did not require special protection. We saw no reason why the teaching of English should uniquely seek to pre-empt the resources available to developing countries, rather than compete for funds against such important other areas of activity as agriculture, health, water, or, if it comes to that, the teaching of science and mathematics. But, more important, we had every confidence that our pre-eminence in ELT would ensure that our work in the English Language field would prosper; I committed myself at the time to the view that the effect of the transfer of funding would not be to diminish the proportion of aid funds spent on ELT.

3. I was entirely right. Since that day in the context of increasing pressure on the bilateral programmes the number of ELT posts has actually risen from 114 to 127 and there is little sign that this trend will be reversed. In May 1986 the British Council identified no less than 157 ELT officers in post, though this should not be directly compared with KELT figures, because it is artifically enhanced by counting what used to be known as Category 4 staff. To the best of my knowledge, no KELT officer has suffered as a consequence of this decision, and I hope that those who occupy posts that might otherwise not have been created have benefited. Of course, you may argue that there would in any case have been a rise in the number of such posts; I suppose that is possible, but one of our arguments was that

the KELT scheme as a functional scheme had a finite financial allocation annually which effectively acted as a ceiling on the number of appointments. While in theory that sum of money could have been increased, in practice the way in which the Aid Framework is determined would have ensured that it levelled off, at best kept pace with inflation and it could easily have been seen as a suitable victim for a cutting exercise when resources grew tight. The diversification of the funding throughout the whole range of geographical desks in ODA has effectively ensured that ELT cannot be singled out as a target for expenditure reduction; that could happen only in the highly unlikely event of simultaneous decisions by a number of desks operating substantial ELT programmes.

4. But there have been more important consequences than these. Before we put the KELT scheme into the general pocket of money available to each Geographical Desk officer in ODA, some desk officers tended to regard themselves as having no responsibility for ELT, and a few took little interest in the ELT work being done in their country. The attitude was that ELT was something which the British Council did with money that had nothing to do with the Desk officer and although this was a not entirely logical position, given that the funds were still ODA's funds, the reality is that some Geographical Desk officers tend to perceive their funds as a jealously-guarded hoard to which they have exclusive rights and beyond which they often have rather scanty interests. Thus, not only was there a general broad lack of interest in what was done by KELT officers, but, even more importantly, it was actually very difficult to integrate ELT into the broad panorama of ODA activities within any given country.

5. There were very significant dangers in this. The bilateral Aid Programme for any particular country ought in logic to be a unity. Britain has undertaken to help that particular country, discussing with its Government the ways in which Britain is best equipped to offer such help, and the two Governments should have made a rational decision about the most economical and relevant ways in which that help can be targeted. In logic, it does not make sense for a donor like Britain to be scattering small packets of assistance here and there across a large landscape in the hope that the odd patch of green may appear; what makes sense is to concentrate on one or two significant plantations and try to get them established.

6. It follows, therefore, that any element of assistance which is not seen to be a part of a broader strategy of bilateral aid can easily be picked off as having little impact. Hence, over the past years we have been carefully integrating various pieces of individual assistance into that broader strategy: we began with Books Presentations, which are normally related to wider ODA projects. ELT has now followed, and increasingly our ELT work is being defined in clear project format, with the KELT post perceived as only one instrument in the achievement of a strategy. With KELT funding springing from the same source of funds for the other parts of the programme, it is much easier to develop a strategy looking forward over a number of years with planned steps towards a quite clear set of objectives, and using a number of complementary approaches. Thus, we are gradually moving from the old concept of the "KELT post" to the idea of the achievement of certain objectives by a number of methods which include, inter alia, a fully-funded British person who is an ELT specialist. This makes it easier to define exactly what we are aiming at, quantify results, and ensure that other people in ODA (some of whom may not have much sympathy at all for ELT) are convinced that our efforts are aimed at a sensible developmental objective.

7. I hope that this idea of creating a package of support, of which ELT is one component makes sense to you. I hope that in time this perception of

our ELT work as something that takes place in project form will lead to a greater sense of security on the part of the KELT officer, who should know from the outset exactly what he/she is aiming at, what resources are available for the achievement of the task, when those resources will become available, and when the assignment should finish. Naturally,we do not want to be inflexible and once of the main functions of my Education Adviser colleagues and their counterparts in ELLD is to look at the points within a project where things may need adjusting, and additional time allowed for tasks to be complete. But overall, I hope that a greater degree of job satisfaction and security will arise from the work we are doing on preparing project documents, forward plans, and clear objectives stated in quantifiable terms.

8. Let me just dwell on the question of quantifiable terms. A considerable amount of discussion has taken place within ODA this year about the so-called Project Framework. This is a paradigm which those people planning projects should be prepared to complete from the very beginning of their thinking about a particular project. The Project Framework is a grid which obliges the originator of a project to look at all of the various interlocking parts of that project and state precisely what it is proposed to achieve, how this is to be brought about, what measures for monitoring are to be taken, and how "success" is to be evaluated. The Framework measures not only the inputs, in other words the various items that are contributed by the donor and the effectiveness and efficiency by which they are put in, but also the outputs, or in other words what is actually expected to result from the particular aid. Our British Council colleagues and ourselves have much to learn about this technique. It is a valuable intellectual discipline, and one which should put a stop to the age-old problem of putting someone in post and then discovering that all sorts of additional things need to be provided for which no financial provision has been made and over which there are then frustrating and lengthy delays, affecting the morale of the officer. I really hope that the days are over when someone identifies a post, with no thought for its long-term implications, so that we are then involved in a subsequent trickle of petty request for this and that on an ad hoc basis. It is simply not good enough to put an expensive, highly skilled professional in post, and then start thinking about what else might be needed.

9. In other words, the alteration in the basis of funding has led, I believe, to a fundamental change of perception in which both ODA and, I hope the officer, perceive the work of the KELT as fitting into a much wider context, and I hope that it will lead to a more businesslike way of setting about achieving our ends.

10. But let me take this a little further. I think that we would all agree that ELT is not an end in itself. Perhaps I need to modify that statement before I proceed: I think that for some parts of the British Council, ELT is so perceived, and for the perfectly justifiable reason that the British Council has an information role. For the Council, its central objective from the beginning has been to promote a lasting and enduring understanding of Britain and its people overseas, and the promotion of the English Language in that process can quite validly be perceived as an end in itself. Nobody at ODA would wish to dissent from that view, and where the Council is able to make its ELT work serve that end as well as the objective for which the money is given, we are all content. I know that British Council staff present at this Conference would fully subscribe to my assertion that the objective of aid funds is not to promote ELT as an end in itself.

11. This assertion carries with it some further implications, which underlie the subject matter of this Conference. ELT in a developing country

under the Aid Programme is ELT for a purpose. It may be that ELT is in support of the work of students of Science and Technology at a university, where the acquisition of English is an essential tool for student and tutor in acquiring a proper mastery of a subject where many of the textbooks are printed in English. We are involved in this kind of work all over the world, from Brazil through Turkey to China. Or it may be an essential tool in secondary school classroom teaching in a country where English has been adopted as the common denominator between a number of competing local languages, as in Kenya and many parts of Africa. Even more specifically, it may be developed, as in Ecuador, in order to enable local people involved in an ODA fisheries project to communicate with the British personnel who are developing the project and to come to Britain to study as counterparts for those personne. Whatever the form a particular item of assistance takes, it will have a clear enabling objective. Increasingly, that objective is related to matters that are less narrowly educational and more broadly developmental, as in the Ecuador example which I have just cited. Thus in planning this Conference with our Council colleagues, ODA's Education Advisers asked that we should enable those present to talk about the role of English within the broader process of communicating ideas, skills, and techniques. Focus must be increasingly upon <u>why</u> English is being provided and what will be the consequences of its provision.

12. Here we return to the Project Framework, where outputs have to be quantified and shown to have some relevance to a developmental process. Of course, you may feel that I am being dogmatically narrow in my definition of what is "developmental". I am fully aware of the importance of a mastery of language for its own sake; indeed, in the South African programme, for which I am the lead adviser, we provide English Language to the disadvantaged communities in South Africa precisely because they recognise that mastery of the language is of profound psychological importance to the speaker. But where the resources available to developing countries are so limited, and where we have pitifully small sums of money to offer for the solutions of such huge problems, we are obliged to focus on the essential. And the essential is the immediate economic development of a country's resources, including the human ones. Naturally, when people learn English, for whatever purpose and by whatever method, they acquire something of the flavour of our culture, our institutions, our ways of thinking and communicating. This is all to the good, and it is a worthwhile objective that can happily coexist with the specific purpose for which the language skill is being imparted.

13. I should like to end by re-emphasising our commitment to ELT. We may have changed the basis of our funding, but in my view there is no less a KELT scheme today than there has ever been; the existence of a specific sum of money did not in itself create a scheme. We can still see no way of offering you a guaranteed career structure, but we hope that the integration of the posts formerly referred to as Category 4 into the KELT scheme will have provided an additional step in the promotion ladder. But we can assert our commitment through a number of signals, of which perhaps the Education Development Award Scheme is one. Since 1981 we have trained no fewer than 62 of you and your colleagues at British tertiary institutions with the express purpose of helping you to improve your skills and competence in the ELT field. Your presence at this Conference is as a direct result of our providing funds under the Educational Development Award Scheme. We continue to believe that there is an important future in ELT and in the use of the fully-funded officer within the ELT project. The use of scarce resources to provide training in the field is just one measure of that confidence.

DISCUSSION

Q: How much flexibility do ODA projects allow for amendments to the initial specification?

A: The project framework is an expression of intent, specifying goals and required resources but not excluding modifications as required by evaluation and changing circumstances.

Q: Is there ever conflict between the ODA's project conception and that of the host institutions?

A: This, together with counterparting and follow-up, is one of the three main problems faced by ODA, but a proper project proposal agreed in detail with the host should help to alleviate these problems.

Q: How is money allocated to the geographical desks?

A: A 'rolling' three-year funding, country by country is agreed annually by an interdepartmental committee (representing the FCO, Department of Trade and Industry and the ODA) following very complex negotiation, involving subtle trade-offs.

Q: Does the project framework allow for continued servicing of projects initiated before such rigorous planning was instituted?

A: Yes, in principle, as recommended by ODA Educational Advisers and their British Council counterparts. But the Treasury will rarely agree to meet local costs, such as secretarial support, except in the poorest countries.

Q: Can ODA give financial support to a project for follow-up after British aid personnel leave it?

A: Follow-up through the training of counterparts and their successors, and seminars, should be written into the design of projects as a matter of priority.

Q: Can English literature be considered as being developmental?

A: There is no objection to literature as such, but resources are limited and it must compete with other possible aid projects, including non-educational ones. Subject restrictions are not usually imposed on funds for university training in the UK.

Q: The deployment of KELT teachers, and their selection and professional development, seems to be unplanned.

A: I hope both ODA Regional Education Advisers and BC Regional Language Officers follow KELT careers and foster particular talents.

Q: RLOs should monitor KELTs and their skills and provide the professional input to OEAD Selection Boards, with a view to matching jobs and individuals.

A:(floor) RLO reports on Dunford applicants this year revealed an intimate knowledge of all 60 KELTs which greatly facilitated the selection procedure.

Q: Every OEAD Board I attend is composed of total strangers.

A:(floor) Staff turnover is inevitable in an organisation like the British Council. Continuity is preserved in records and by handovers.

Q: I have lost my RLO, after only being acquainted for two months, and wonder who the new person is.

A: ODA personnel do not change so frequently.

Q: Does the turnover in OEAD staff not argue for the creation of more permanent, career-type ELT specialists?

A: Yes, in a perfect world. But such appointments mean a financial commitment and we cannot risk it. ODA already shortlists suitable people from its computer register even if they haven't applied for a given post.

Q: KELTA is part of a regional aid strategy. How do we fit in?

A: You should have the fullest information on this. You must demand to know the country strategy from the desk officer.

Q: Are we to be told about the political policies which affect aid programmes?

A: This rarely has an effect on a KELT's job.

Q: Should not KELTs be seconded to universities? The opposite occurs.

A: This is an idea worth considering.

Q: Should KELTs not be attached to education departments rather than linguistic departments?

A: It should be considered. How about at Dunford House next year?

Chair: Jim Coleman

Rapporteurs: Tom Hunter
Jim Clissold
Donard Britten

INSTITUTIONS AND THEIR INVOLVEMENT IN APPROPRIATE METHODOLOGY

Terry Gerighty

Projects in Turkey, Gabon, China and Indonesia, in which the BC and the private sector had cooperated were described in detail. These descriptions highlighted the need to identify and maintain local contacts, to allow for project flexibility, to discuss financial matters fully and frankly from the start and the need to maximise effective use of the Council's resources even though these were often stretched. It was also suggested that KELTs be involved in the collection of information regarding market opportunities.

DISCUSSION

Floor: I would like to make three points. Firstly, I agree that the identification of a sponsor in the host institution is vital but we should remember that even the best planned projects will run into problems. Secondly, continuity is important and we should all ensure that our contacts etc are passed on to our successors. Thirdly, British educational materials are in fact very varied and are therefore not easy to promote.

A: Agreed that it is possible to take bits of British products and use these. There is, generally, a need for a glossier approach to promotion.

Q: Did you advocate the involvement of commercial concerns such as your own right from the beginning of a project or did you think that the BC should set up a project and then call in a commercial centre if necessary.

A: It varies from country to country. Banbury is fortunate in getting a lot of help from the British Council. Much depends on personalities.

Q: Often visits from commercial representatives have to be refused because of other commitments, but should KELTs and BC staff consider this as part of the job?

A: Yes.

Q: Are there any commercial advantages which are not being exploited?

Q: Are professional ideals too high? Maybe we should give the client what he wants even if we think it is outdated.

Chair: Jamie Drury

Rapporteurs: Richard Webber
Tony Deyes
Richard Trewby

PART II

Case Study Reports

MATERIALS WRITING CASE STUDY:

"ENGLISH FOR SOMALIA" TEXT-BOOK, CDC, SOMALIA.

Leader: David Clarke

Participants: Brian Bamber
Donard Britten
Martin Miller
Alison Piper
Barry Sesnan
Richard Trewby

1. BACKGROUND

The following conditions affecting the teaching and learning of English in Somalia were noted as relevant:

1.1 Students

Motivation is fairly high as English is a medium of instruction at tertiary level; English is seen as a 'window on the world' and this confers a high status on speakers; students' knowledge of the outside world is limited; they are teacher-dependent; they have nil command of English on entry to secondary school.

1.2 Teachers

There are approximately 200 teachers, whose English is of variable level; there is limited focus on methodology in teacher training; as many leave teaching after a few years, the large majority of practitioners are inexperienced; teacher motivation is low, therefore little preparation or marking is done; they prefer teacher-centred lecture methods, relying on translation and grammar lectures; there is limited professional support.

1.3 Teaching conditions

There is frequently no electricity in classrooms; classes number between 35 and 80 students; 5 or 6 lessons are given per week, usually 3 double periods of 2 x 45 minutes; chalkboards are the only aid available.

1.4 The existing textbook

Plenty of copies of English for Somalia (produced as a KELT project) are available; it is popular, but teachers and education officials want a new version; teachers are not using it as was originally intended; there is lack of guidance for teachers as to how to use it; there is too much variation in types of class activity, too much vocabulary teaching and not enough testing to measure student progress; pupils are not interested in the characters in the story.

2. THE TASK

To rewrite one unit (Unit 1 of Book 2) of English for Somalia in the light of an understanding of the situation and using an appropriate methodology.

3. DISCUSSION AND PROPOSALS

3.1 There is no separate syllabus, therefore it has to be inferred from the book.

A resume of the Unit 1 syllabus was presented and discussed by the group in the context of the whole of Book 2.

It was decided:

a. To maintain the underlying grammar syllabus.

b. To keep the grammatical content as it stood but to change the vocabulary in line with the topic.

c. To have specific sections on oral work, listening and extended reading.

3.2 The group discussed the overall framework of the unit: units are generally made up of a varying number of 'lessons' (usually 6) which fulfil the functions of presentation, practice and consolidation: vocabulary work; etc. should each of the 6 lessons follow the same pattern? What should be the place of visuals?

It was decided:

a. To use language form and topic as the unifying thread through the Unit.

b. To vary the language focus in individual lessons as the Unit progressed, as follows:

Lesson 1	Structure presentation
Lesson 2	Consolidation and reading
Lesson 3	Topic work. Listening. Further structure presentation
Lesson 4	Reading
Lesson 5	Writing. Vocabulary
Lesson 6	Revision. Tests and quiz

c. To use this unit structure as a basis for the other units of the book, in order to establish a predictable pattern.

d. Each unit to represent two weeks work with each lesson to last for 90 minutes.

e. The following principles underlying the choice of activity types were drawn up:

- They should be substantially the same as those with which teacher and student are familiar.
- 'New' activities should be presented with plenty of support for the teacher and should provide the opportunity for on-the-job teacher training.
- Some should help students to learn independently.
- They should tap motivation (of both teacher and students).

- They should give appropriate preparation for end-of-year exams.

3.3 The group considered the following 5 ways of helping the teacher:

- Explicit Students' Book with no separate Teacher's Notes.
- General English teacher's handbook with no specific lesson notes.
- One book of Teacher's Notes for the whole course, Books 1-4.
- Teacher's Notes for each book.
- Teacher's Notes in text of Students' book.

These different types were discussed in terms of:

Practical aspects
Teacher training implications
Affective variables (e.g. motivation)

It was decided that:

a. One Teacher's Book per course book should be provided containing the aims for each Unit:

- General notes on English teaching, particularly for Book 1.
- Step-by-step guidance.
- Key to exercises.
- Scripts of listening texts, supplemented by tapes when feasible.

The Teacher's Book should be linked closely with training and be seen as a document that can be revised periodically.

3.4 As regards methodology it seemed sensible to be concerned with the feasible rather than the desirable at this stage.

Options might include the following:

learner-centred	:	teacher-centred
integrated	:	frontal
participatory	:	non-participatory
text-based	:	text-bound
free	:	controlled (eg content, discussion)
L2 based	:	L1 supported

The profiles we had seen -

indicated:		which suggested:
teachers' language ability of variable ability	:	text bound
no teacher preparation	:	controlled

students' command of English
on entry nil or almost nil : L1 supported

learner expectations are of
teacher as dispenser of information : frontal/non-participatory

grammar wanted by teachers and
students : formal grammar component

The videos shown during the initial briefing by the case-study leader seemed to indicate:

- pair work as currently practised appears ineffective
- learners do not show evidence of having learned what has just been taught.

It was decided that:

a. While traditional methods should be the basis for classroom activity, the materials should offer a way forward for gradual change to more innovative approach.

b. Teachers should be offered materials which require little or no preparation.

c. Although the attempt at pair work seen on the background video did not work smoothly, it should still be included but in a simplified form which offers more assistance to both teachers and students and reduces the likelihood of errors.

d. The materials should allow breathing space to the teachers in the form of more short writing activities.

3.5 Discussion of topic and content raised the following issues:

- Choice of characters and topic for a possible storyline.
- Types of text within the Unit: continuous text: fiction or fact; dialogues or monologues.
- Balance between reading and listening texts.

It was decided:

a. To use a storyline based on credible adult English speakers in Somalia - 2 airline employees and visiting English speakers.

b. To aim for thematic unity throughout the unit to set the scene for the rest of the book.

c. To make exercises relevant to the topic as far as possible.

d. To include a range of text types.

e. To support English as 'window on the world' through the topics chosen.

3.6 The following factors were suggested as foci for individual and subsequent group evaluation of the draft Unit:

3.6.1 Linguistic content:

- Continuity and coherence.
- Level of difficulty (related to time requirements)
- Appropriate variety and pace

3.6.2 Style and presentation:

- Rubric style and terminology.
- Numbering
- Symbols for exercise types
- Cues into the Teacher's Book
- Layout, typeface
- Place of visuals, graphics, non-textual material, etc.

It was agreed that in real textbook-writing projects, discussion of these criteria would take place before any writing was done.

4. REMARKS

4.1 Since the case study was a small-scale activity which lacked the pressures and responsibilities of a full-scale in-country materials project, there are certain differences to be observed. The most obvious of these arose from the necessity to meet the deadlines of a limited timetable. This meant that major decisions were deliberately made quickly even when there were significantly dissenting views. Some of these reservations are recorded below.

4.2 Questions on which some group members reserved judgement were:

4.2.1 How to ensure that the Students' Book was re-usable, ie not used as a workbook. On one view it should not contain exercises which would involve filling in blanks in the text in the actual book.

4.2.2 What range of innovative language practice activities to include.

4.2.3 How strictly to limit the amount of lexis pre-taught in comprehension work.

4.2.4 How systematically the Teacher's Book should include pre-listening and pre-reading tasks.

4.2.5 Whether to accept the practice of the teacher reading a passage aloud in advance of silent reading.

4.2.6 The location of listening texts (in Teacher's Book or Students' Book).

4.2.7 The distribution of comprehension-checking items as between Teacher's Book or Students' Book.

4.2.8 Most radically of all, whether a separate Teacher's Book was warranted.

5. ACTION PLAN

The implementation schedule for the above proposals and the whole textbook will depend on the case-study leader and conditions at CDC Mogadishu. However, the development of the task by the case-study group may serve as a useful model for textbook writing groups, committees or projects.

5.1 Briefing:

Free discussion in the whole group of:

- background notes and questions arising from them;
- sample materials from the project (Students' Books)
- videos: class teaching and teacher-training sessions (in this case provided by the case-study leader: see 3.4 above)

5.2 Group constitution

Choice of Chairperson.

Identification of the following design issues:

1. Constraints and conditions
2. Syllabus of Book 2 Unit 1
3. Structure of one Unit
4. Roles of Teacher's Book and Students' Book
5. Methodology
6. Topic/content of the Unit

Each member of the group assigned one issue on which to prepare a discussion paper.

5.3 Planning

Presentation and discussion of above papers leading to decisions.

Establishing of working method.

Allocation of tasks to pairs - each to write a number of lessons, ie part of a Unit.

Group leader circulates among pairs.

5.4 Drafting

Pairs work either as a pair or individually, discussing with study leader and other pairs as necessary.

Interim coordination session.

5.5 First draft

Copying and collation of first draft of whole Unit.

Group meeting to standardise criteria for evaluating draft.

Group disperses to evaluate draft individually.

5.6 Interim evaluation

Joint evaluation session.

Group prepares final version of Unit and Teacher's Notes

5.7 Discussion of final draft

Further information on the Somalia Project can be obtained from:

David Clarke
c/o FCO (Mogadishu)
King Charles Street
London SW1A 2AH

Copies of the unit produced by the group are available from:

Materials and Curriculum Unit
ELSD
The British Council
Spring Gardens
London SW1A 2AA

ESP CASE STUDY

ENGLISH AND COMPUTER SCIENCE COURSE, ENSET, TUNISIA

Leader: Eddie Richards

Participants: Philip Bolt
Mike Freeman
Brian Tanner
Richard Webber

1. BACKGROUND

The study concerns a four-week summer course run for students in a technical teacher training institute in Tunisia. It is not a conventional ESP type course but rather an attempt to improve certain language skills by involving the participants in the study of computers. A major difficulty for the case study group was that of defining the needs of the students over and above their enjoyment of the computational aspects of the course. Although the course is well subscribed and well regarded, it is generally felt that the students are not gaining as much linguistic benefit from the ESP component as is desirable. In particular, the core text of the ESP component ("English for Computer Science" by Mullen and Brown, Oxford 1984) is regarded as unsatisfactory, particularly because of its emphasis on computer science rather than on computer use. The methodological approach, however, has been regarded as quite satisfactory. The teachers are intent on changing the textbook and it is felt that, as they themselves are unlikely to produce anything as good, a framework for a replacement course should be produced in advance as a guide to the kind of activities and tasks that would be most relevant both in the subject and in the linguistic sense. The emphasis on the need for a relevant text is deliberate in that it is strongly felt that although long-term vocational or educational needs could not be defined in this particular case, the most useful skill to be developed would be that of reading, which is the most obvious deferred need throughout the tertiary sector in Tunisia. The information gathering, processing and production cycle was therefore one which guided our study, our belief being that this could be said to underlie both the computational process and certain aspects of the target language skill.

Until this year the course has had twenty participants. This year it has eighty and next year the number is expected to be the same. The course developed by the group is for the summer of 1987 and will be developed before that time by the Tunisian teachers and the KELT Officer.

The present course is structured as follows:

- one-third ESP based on the text mentioned above which tends to deal with computer science topics; taught by good Tunisian EFL teachers;
- one-third computer science, essentially programming in BASIC, taught by Tunisian computer science teachers whose English is not as good as that of the ESP teachers;
- one-third computer manipulation, including CALL programs, thus involving both the computer science and the ESP teachers.

The course takes place in the summer between the first and second years and is not intentionally related to any of the students' full-time studies. Language level of the students is not precisely known other than that all

students have passed the Baccalaureat. Another reason for rejection of the current textbook was its level of difficulty; it is felt that new material should be more accessible, although this will be refined as it is developed.

Given that the course is not needed until summer 1987, the time for development of the appropriate course is sufficient (a small amount of piloting of the material will be possible) as is the opportunity to train the ESP teachers (indeed they are already very familiar with the hardware and the software and will be crucially involved in the development and production of the materials) and there is no barrier to team teaching. These factors are reflected, quite substantially, in the course materials and pedagogy outlined below.

2. TASK

The problem facing the group was to produce a framework for the ESP section which would improve the students' language ability while maintaining their interest in computing. In this regard we have not produced a set of materials. We were particularly concerned not to dampen the current enthusiasm for the course as a whole, despite the teachers' claim that not enough language benefit seems to be accruing. In a general sense it has to be asked just how much can be expected from a course of this duration especially when combined with a subject which has perhaps intrinsically more interest for the participants.

3. DISCUSSION AND PROPOSALS

Three major approaches to the problem were discussed:

3.1 It was suggested that the ESP component should mirror more closely the computer science component. In this way the major thrust of the texts would be to expand on the topics which related to the learning of programming. It was felt that there were not many suitable texts of this nature and that the sort of texts that there were were simply other programming books. It was also felt that a diet of up to four hours of classroom programming for students who were not training specifically to be computer programmers, but rather computer users, could be too much.

3.2 The second approach which was considered but rejected was a top-down Munby-type model. The rejection was based, to the extent that a conscious decision to reject it was made, not so much on theoretical grounds but on practical ones. Our input into the course is for 70 contact hours, and the time to develop such a package is probably not available. In the debate as to whether the course should be essentially language-driven or subject-driven it was felt that the latter was the more important. This second rejection led to the adoption of a third possibility.

3.3 As noted above, the primary interest of the students is in using the computer to perform a number of tasks. They are not primarily concerned with the minutiae of computer science (hence the unsatisfactory nature of the present textbook) but rather on the use of computers. The third and favoured approach was, therefore, to use currently available software packages. This approach would allow the students to make a practical use of the computer requiring at least a minimal amount of enabling language to be taught and allowing for the

possibility of the manipulation of inputted text(s) by the course writers. No large scale needs analysis would therefore be needed to generate language functions and structures. The language content would largely be decided by the nature of the tasks to which the packages would be put. Certain linguistic forms and functions would be largely dictated by the need to learn how to use the packages. Others could be more susceptible to the course designers' manipulation according to how much weight was given to the relevant language skills. It has already been noted that the principal skill to be focussed on was that of reading, with listening coming second.

3.4 As regards ESP methodology, that used until now has been teacher-centred. In terms of the CART [1] model we can summarise the methodology used hitherto as follows:

Curriculum: dry and irrelevant computer science, but based on sound modern specifications for teaching reading skills.

Approach: English taught as an academic exercise where the ESP and computer science were not successfully integrated.

Resources: English for Computer Science by Mullen and Brown, together with locally-produced CALL software.

Techniques: The teaching of reading was tackled in a very traditional manner (eg reading aloud, grammar and vocabulary exercises), judging by a locally-produced handout for teachers.

It was decided that the new methodology should be more appropriate by being more student-centred. Thus the new model includes:

Curriculum: Interesting computer packages and non-computer texts to focus on the same skills specification for reading.

Approach: Integrated ESP and computer science, so that English is taught while performing computer tasks.

Resources: Three modern software packages and manuals together with a variety of reading materials specially designed for the level of the students and the tasks at hand.

Techniques: Teachers would demonstrate the use of packages, set and assist students with tasks which concentrate on a variety of reading, writing and listening activities. Teachers would also be encouraged to liaise with the computer science staff to improve their knowledge of the computer packages and assist with language problems resulting from the computer science classes.

3.5 The principal outcome of the Dunford case-study focussed on the software packages mentioned under Resources above.

3.5.1 The packages to be used relate to:

a. word-processing.

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1. See the Bowers/Widdowson debate report, pp 6-10 above.

b. the definition, gathering, manipulation and processing of information in a database;

c. the definition, gathering, manipulation and processing of financial information on a spreadsheet.

These are all currently available commercially and with a fairly small amount of effort can be easily understood and, more importantly, used to process meaningful information.

It was felt that the guiding notion of the information gathering and using process together with the skills emphasis on reading can be realised by the judicious use of these packages. A basic requirement, though probably not the most simple from a linguistic point of view, is that a certain amount of reading may be necessary to learn how to use the packages. It is not suggested that students be given the manuals and be told to get on with it. Some of the processes necessary to perform certain tasks can be isolated and taught even if this requires simplification or editing of the texts. Such a process is open to manipulation by course writers.

The major uses of a word-processor are the creation and editing of text. The approach followed here will particularly exploit the latter. A database can be used to store a large amount of information. As in the case of the word-processor, the enabling language is partly determined by the need to get to know how to use the package but in addition the discussion attendant on the definition and gathering of the data to abe used is felt to be fertile ground for the manipulation of texts which can be used to improve reading skills. A spreadsheet can similarly be used to generate interest in financial data and its manipulation, interpretation and use. In order to provide unity to the use of these three packages, a single topic theme to the materials, such as the performance of a certain company or sector may be used, although this is not a prescription.

3.5.2 The four-week session is to be divided between the three packages in the following way. Week one is devoted principally to the word-processor, weeks two and three to the database, and the final week to the spreadsheet. All three sections follow the basic sequence of information gathering, processing and output, which can be applied both to the language process and the use of the computer.

The outline of an example module can be seen in Figure 1 below. It will be seen that there has been a deliberate attempt to link the ordered flow of information processing to language tasks. Thus the 'demonstration' phase feeds both the computer science and the language aspects of the course. Reading skills will be developed considerably in the 'use' phase since the tasks will demand: (a) that the students consult the manual in order to manipulate the computer to achieve a certain outcome; and (b) intensive and extensive reading of non-computer texts for information. It is anticipated that the 'report' module will generate both reading and writing strategies.

EXAMPLE: DATABASE

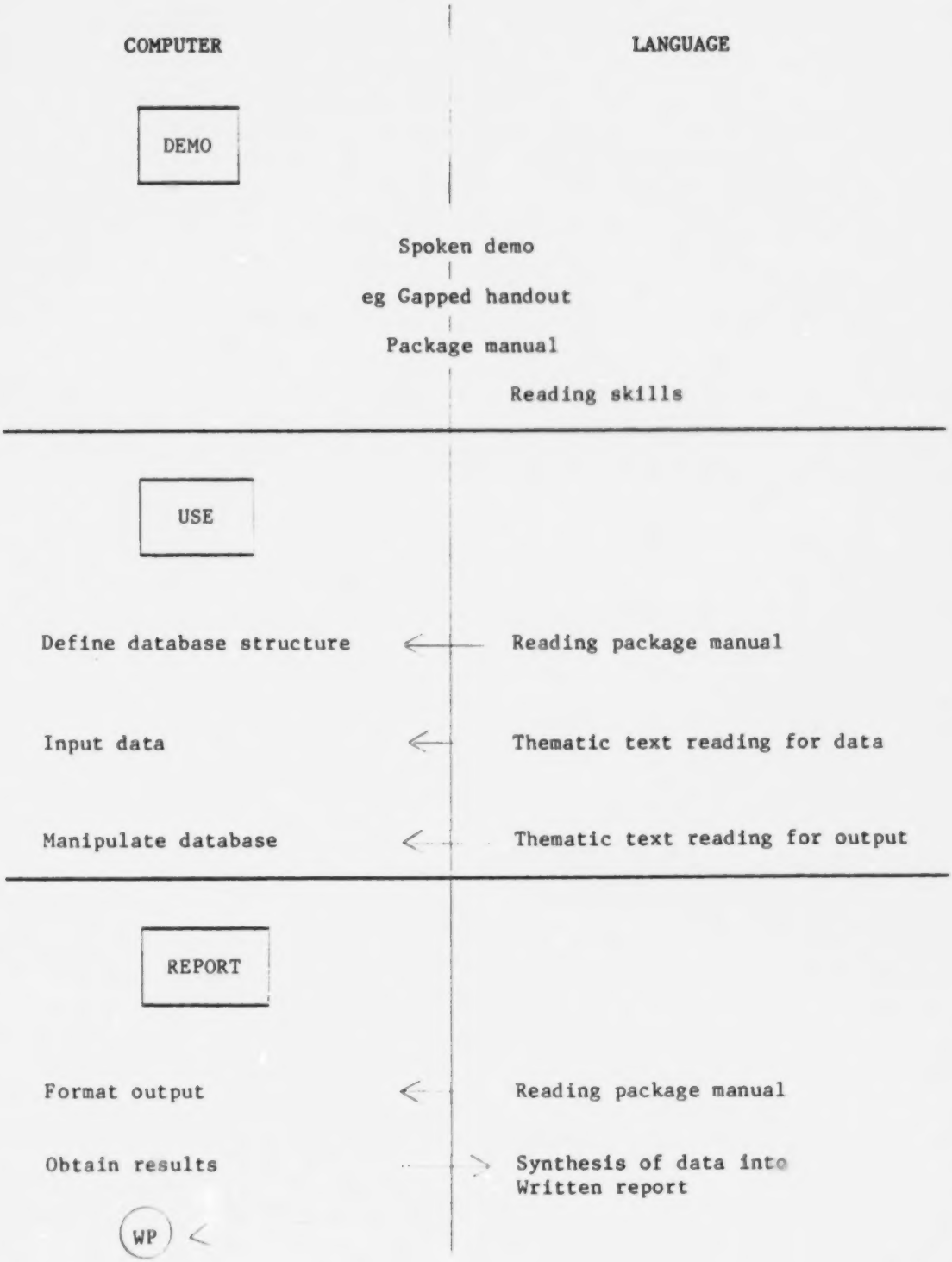


Figure 1

4. REMARKS

In working out the problem we have followed a broadly top-down process in that we have endeavoured to produce a general overview of the interests of the students and the feelings of the teachers. It is not a rigid framework by any means - indeed most of the detail of the material and especially its form and complexity remain to be worked out by those teachers who will have to teach it. This gradualist process and the feedback it generates together with the reinforcement of team teaching is witness to this flexibility. It is hoped that by leaving a large element to be done at the 'bottom', a workable compromise can be struck between the obvious interest in computers that the students have at present and the need for a somewhat covert effort to improve reading strategies.

5. ACTION PLAN

In order to ensure that the progress of course development and implementation could be easily monitored, an activity plan was constructed. This plan outlines projected activities from initial discussion at Dunford House to post-implementation evaluation and review in September 1987. The main areas of course development fall into the areas of preparation for, and implementation of, a pilot study, materials production, teacher training and the implementation of the course itself.

1986	July	-	Definition of Aims, Course Content and Activity Plan
	September	-	Identification of source and continuity of: funding, staff availability and equipment
	September-October	-	Preparation of Pilot Study, ie:
			Acquisition of software
			Development of provisional print materials (see below for details)
			Consultation with local teachers
			Identification of pilot study sample
			Development of evaluation procedure
	November	-	Implementation of Pilot Study
1987	January-July	-	Review Pilot Study and Identify Problems
			Materials Production, ie:
			Development of Evaluation Procedure including self-evaluation
			Software learning support readings
			Readings to teach Mullen and Brown micro skills
			Teachers' notes

January-July (contd)	-	Teacher Training, ie:
		Briefing re packages and course aims
		Briefing re reading skills
		Micro teaching
		Presentation and Revision of Teachers' Notes
August	-	Implementation of Course
September	-	Evaluation and Review

Further information on work at ENSET can be obtained from:

Eddie Richards
c/o The British Council
5 Place de la Victoire
Tunis 1015 RD
Tunisia

IN-SERVICE TRAINING CASE STUDY:

PRIMARY TEACHER TRAINING, SABAH, MALAYSIA

Leader: Fred Chambers

Participants: Michael Chandler
Jim Clissold
Linda Cody
Tom Hunter
Joan Palmer
John Wood
Paul Woods

1. BACKGROUND

In September 1986 a new project will begin in Sabah. The purpose will be to suport the Federal Government's policy of:

a. improving the standards of English teaching;

b. providing positive discrimination in favour of disadvantaged rural schools;

bearing in mind the following relevant factors:

a. rural, isolated nature of many schools;

b. poor English skills of many teachers;

c. many teachers undertrained.

The personnel directly available for this will be one KELTA, two KELTs, two VSOs and presently three local counterparts.

2. TASK

A project has been designed for this purpose, but it was felt it would be a useful exercise if the Dunford Group, unaware of the details of the existing project, could provide an alternative scheme. The best of each could then be combined.

3. DISCUSSION AND PROPOSALS

The 'Dunford Proposal' is outlined below following a standard project proposal format. Major areas of difference from the present Sabah proposal are mentioned in footnotes.

3.1 OBJECTIVES

3.1.1 General

To improve the teaching and learning of English in rural primary schools in Sabah.

3.1.2 Specific

a. To enable teachers to teach the new English syllabus more effectively by means of:

- short in-service courses
- supporting radio programmes and correspondence materials[1]
- follow-up visits to schools.

b. To identify and train a cadre of selected local English teacher/ demonstrators who will assist in the running of weekend courses during the project, and gradually assume responsibility for such courses.[2]

c. To identify and train counterparts for KELT/VSO personnel involved in the project.

3.2 LOCATION OF PERSONNEL AND COURSES

3.2.1 Personnel

Project personnel will be deployed as follows:

KELTA: Ministry of Education, Kota Kinabalu

KELTs: Residency Education Offices[3]

1. Sandakan (+ Tawau)
2. Kota Belud) Counterparts to be posted to same centres as KELT/VSO colleagues

VSOs: Residency Education Offices[3]

1. Keningau
2. Beaufort

3.2.2 Courses

1-week courses (annually in August)

In residency and area centres, as appropriate

Saturday workshops (2 per term)

In centres which serve as focal points for clusters of schools (average 5-10?)

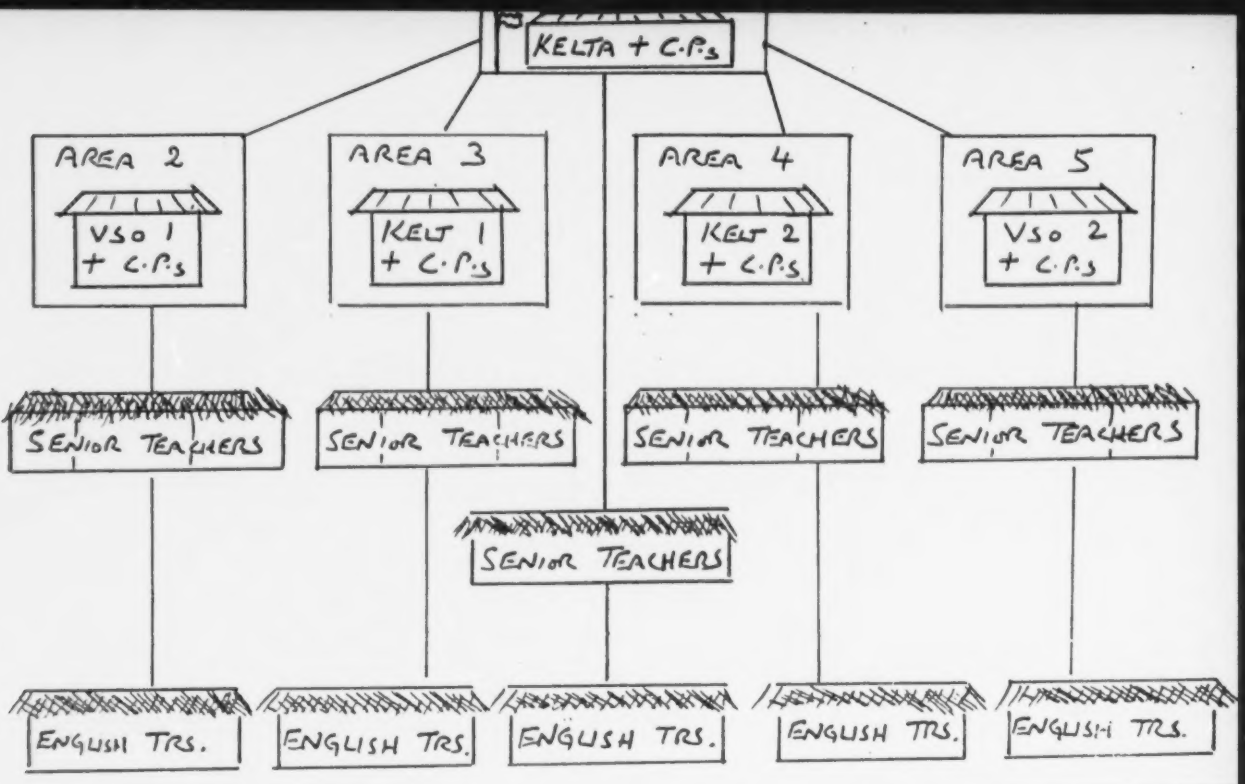
For logistical reasons, very remote schools may have to be omitted.[4]

---

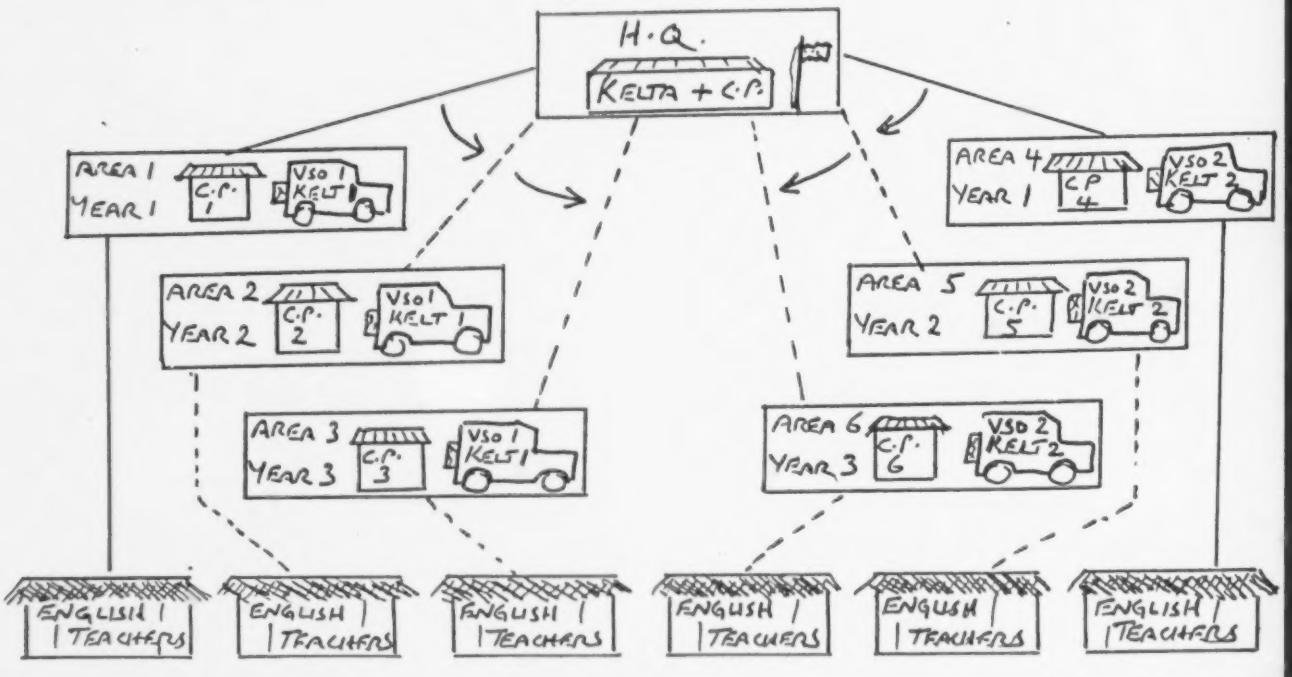
1. Not considered in the Sabah proposal. Radio may be difficult to arrange, correspondence easier. Possible problem concerning preparation time and costs.
2. Not considered in the Sabah proposal. Now to be given consideration.
3. Important difference here. Sabah project had two teams consisting of a KELT, a VSO and a counterpart, based for up to one year in a particular area, initially working together and using the KELT as the professional input. Later working more independently.
4. Sabah's proposals on courses: During term time team members visiting particular zones and working with groups of schools, observing in mornings, training in afternoons, spending up to a week in one zone. Zones can be revisited. Saturday courses for schools close to area centres.

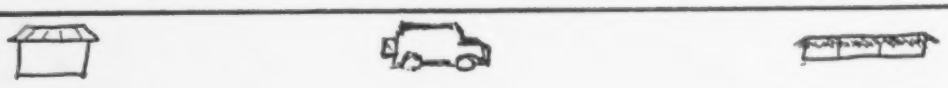
   During vacation one week courses would be run for teachers from remote schools.

   The differences between the two proposals in respect of 3.2 are captured in the sketch overleaf.



Sabah Model





Personnel at personnel base

Personnel at rotating base

School

3.3 COURSE STRUCTURE AND CONTENT

3.3.1 Structure

1-week August course

Cyclical and incremental approach over four years.

Common to all centres.

Saturday workshops (link with follow-up visits to schools in cluster and with longer courses where appropriate).

Modular, utilising highly prescriptive instructors' notes prepared by project team.

Flexible sequence, according to local requirements and wishes.

3.2.2 Content

The emphasis will be on methodology, not language improvement, except incidentally. Content will be closely related to the school syllabus and prescribed course materials. There will be focus on specific language skills and techniques using, where possible, a workshop approach. (The possibility of using correspondence lessons for teachers' language improvement will be investigated.)

Core content matter is as follows:

A - Lesson planning and plans, with demonstrations and deduction of principles.

B - Integrating language skills.

Teaching structures and functions.

- Teaching of reading - lower primary)
  Teaching of reading - upper primary) if possible in two different groups

- Teaching of writing (if possible catering for two different groups as above).

Course participants will be invited to select other topics from the list below which they feel most relevant to their needs.

Organisation of classroom interaction (group and pair work)

Storytelling and dramatisation (using appropriate aids such as puppets etc).

Making use of the local environment using appropriate visual aids.

Handling the testing system.

Dealing with errors.

Developing listening skills.

Participants will be asked to complete a questionnaire before departure.

4. REMARKS

4.1 Evaluation

Evaluation should be both formative and summative. Formative evaluation should include a bi-annual project evaluation - visits by ELMD. There should be sufficient flexibility in the project design to allow for recommendations made as a result of such visits to be implemented. A final, summative evaluation should be carried out by a 3-man team comprising representatives from ODA, ELMD and the Sabah Department of Education on withdrawal of the KELTA in 1992.

4.2 Wind up

The emphasis throughout the project is on the training of counterparts and increasing involvement of Sabahans in project organisation and the development of materials. There would be a phased withdrawl of UK personnel begining with the VSOs (to be withdrawn in 1990), KELTs (1991) and KELTA (1992), with their duties being taken over by counterparts. ODA support for ELT in Sabah would continue beyond 1992 through a programme of annual materials writing workshops with spectour support. The first such workshop would be held in 1991 prior to the departure of KELTA.

5. ACTION PLAN

Given that the two Project Proposals - the present Sabah Proposal and the 'Dunford Model' - both foresee the same personnel, the initial phase of the Project can go ahead as shown in the schedule overleaf. Where the two proposals differ substantially is in the numbers, training and deployment of counterparts. The present Sabah proposal would send counterparts off for UK training after working for one year in a zone; this would be rotated. The Dunford proposal foresees replacement counterparts in September 1987. This will be given consideration.

Further information on the Sabah Project can be obtained from

Fred Chambers
The British Council
Wing on Life Building
PO Box 10746
Kota Kinabalu
Sabah
East Malaysia

	1986 August-December	1987 January-July	August	Sept-Dec	1988 January-July
KELTA (+ CP)	Project planning. Induction of KELTS/VSOs. Selecting counterparts. General administration. Assessing feasibility of the radio and correspondence components.	Planing the first two 1-week courses. Organising trial workshops. Establishing the counterparts' role.	General administration Running first 1-week courses. Finalise list of senior teachers	* Counterparts go for training. New counterparts appointed. Follow-up visits + week-end workshops. Preparation of Saturday course packages (4). Prepare radio/ correspondence materials.	Organising reporting system for senior teachers. Distribute distance learning materials.
KELTs (+ CPs)	Arrival and familiarisation. School visits. Teaching in selected workshops. Assistance with trial workshops.	Identifying senior teachers. School visits. Organising trial workshops.	Running first two 1-week courses.		Supporting senior teacheres in running workshops. Follow-up school visits. Planning August courses. Preparation of more course packages (6). Return of first batch of counterparts.
VSOs	Trial weekend workshops. Begin teachers. School visits.	the identification of senior Planning the first two 1-week courses.	Running first two 1-week courses.		
Senior Teachers	-	-	Assist in running of courses (eg demonstration lessons).	Observe and assist KELTs/ VSOs with week-end workshops. Induction course in use of course packages	Running workshops with support from KELTs/VSOs (4). Submitting reports to KELTA.

* To be taken under consideration.

The project will be funded jointly by ODA and the Sabah Department of Education. Responsibility for its different components will be shared as follows:

COMPONENT	FUNDED BY	
	ODA	DEPT OF EDUCATION
SALARIES AND ALLOWANCES	Salaries and allowances for KELTA and 2 KELTs.	Salaries for 2 VSOs. Salaries for counterparts.
ACCOMMODATION		Housing for all project personnel
TRAVEL AND SUBSISTENCE	Expenses incurred by KELTS, VSOs and BC evaluator. (1)	Expenses incurred by counterparts and course participants
VEHICLES* AND MAINTENANCE	1 Land Rover 2 Motorcycles (2)	x
PROFESSIONAL REMUNERATION	Secretarial Allowance.	Lecturing allowance for senior teachers.
DISTANCE COMPONENT		Production and administration of radio and correspondence courses.
TRAINING	UK training for counterparts.	
EQUIPMENT	Essential items not available locally.	Reprographic facilities.
CONSUMABLES	Essential items not available locally.	Paper, stencils, ink, etc.
BOOKS	Presentation packs for senior teachers.	
ENTERTAINMENT AND INCENTIVES	Entertainment allowance for KELTA. Presentation items for counterparts and participants (eg printed T-shirts).	

* Two motorcycles already provided for VSOs.

(1) At present Sabah's responsibility.
(2) To be taken into consideration.

SETTING UP A PROJECT CASE STUDY

THE HIGHER INSTITUTE FOR ENGLISH EDUCATION - SRI LANKA

Leader: Jamie Drury

Participants: Adrian Holliday (co-leader)
Robin Hamlyn
John Knagg
Jenny Smith
Alex Teasdale
Pam Thickett
Ian Thomas

1. BACKGROUND

The HIEE was taken as a data base for the case study, since it provided a 'typical' example of the setting up of institutes and KELT projects within them; in this case over a three year period from 1983.

The institute is a tertiary education establishment within the Curriculum Development Centre (Division of English) offering 10/11 week short in-service courses in a range of teaching/learning areas. A one year Diploma in ESL is projected to commence in January 1987. The Institute is housed in non-purpose built accommodation within the CDC, with a current academic staff of six including three KELTAs. There are interesting surface constraints linked to HIEE's current status within the education system. It forms an integral part of a new National Institute of Education (NIEE), but since this itself has not gone beyond the gazetting stage, there are implications for the Institute. Currently there is no official budget or legal status and so certificates cannot be awarded; local staff are on secondment and there is no official secretarial or administrative backup. Yet is IS working and offering heavily oversubscribed courses to groups of twenty five highly motivated teachers at a time.

Input from the Case Study and members' wider project experience led the group to conclude that there were often common problems in the appropriate setting up of aided projects. These are not always thoroughly investigated at the preliminary stage and often potential postholders (eg KELTAs) do not always fully brief themselves.

More specifically it was felt that those items which are left unsaid about a project and areas of apparent contradiction are more revealing than available documents.

2. TASK

In the light of these broader common factors the case study group attempted to focus on Appropriate Methodology for drawing up a Project (ie M2 in the Bowers/Widdowson terminology) and, more specifically, on the role of the Council and ODA in this process.

To alleviate the documentation and briefing problem it was decided that an instrument should be developed which would generate appropriate questions to ensure that a potential project has been thoroughly researched in terms of feasibility and reliability.

3. DISCUSSION AND PROPOSALS

3.1 The case study developed through the following steps:

1. Investigation of specific project data.
2. Definition of areas of concern for wider project application.
3. Operational definition of Question Generating Instrument (QGI).
4. Pilot instrument design and test on original.
5. Fine tuning of instrument and its application spelt out.

3.2 The Question Generating Instrument is seen as a way to ensure that necessary and appropriate questions are asked about a project.

3.2.1 It is primarily a useful tool for anyone involved with the project for the first time.

It can assist the user in:

1. formulating appropriate questions
2. systematically gathering and organising relevant information
3. discovering what decisions have already been made
4. pinpointing information gaps and inconsistencies
5. bringing to the surface any discrepancies between perceptions of involved parties
6. ensuring that all the relevant parties are consulted.

3.2.2 The following potential uses have been identified:

1. Familiarisation - eg pre-departure briefings on arrival at post.
2. Exchange of appropriate information between parties.
3. The assistance in thorough question formulation should lead to more objective decision making and project evaluation.
4. The accompanying checklist should serve as a useful tool to anyone coming to a project for the first time to discover quickly and effectively what has already been decided and achieved.
5. A framework for report writing.

3.2.3 The Question Generating Instrument consists of:

1. (on the horizontal axis) A list of parties concerned in the form of a list of key informants to be interviewed: eg UK - ODA, BC; local - BC; host institution(s).
   Clearly the project will dictate who the key people are. The list will increase as the investigation progresses.

2. (on the vertical axis) A list of WH-questions.

3. Reliability and feasibility scales: each piece of information obtained by the user can be assessed for reliability and feasibility.

   Reliability refers to the credence the user attaches to the information.

   Feasibility refers to the extent to which the user believes that any proposal or suggestion obtained can be reaslistically executed.

4. A list of areas of concern.

5. Matrix identification numbers (see 3.2.6.e below).

3.2.4 THE QUESTION GENERATING INSTRUMENT (QGI)

Document or informant:		Ms Jones	SRI/1431/9	Mr Bigimi	Mr Smith	.....
Document source/ informing institution		ODA	BC Sri Lanka	MoE Sri Lanka	BC ELMD	.....
Reference number:		1	2	3	4	.....
1. wants/needs	who	111	211	311	411	.....
	what	112	212	312	412	.....
	when	113	213	313	413	.....
	where	114	214	314	414	.....
	why	115	215	315	415	.....
	how	116	216	316	416	.....
2. Project status	who	121	221	321	421	.....
	what	122	222	322	422	.....
	when	123	223	323	423	.....
	where	124	224	324	424	.....
	why	125	225	325	425	.....
	how	126	226	326	426	.....
3. line-management	who	131	231	331	431	.....
	what	132	232	332	432	.....
	when	133	233	333	433	.....
	where	134	234	334	434	.....
	why	135	235	335	435	.....
	how	136	236	336	436	.....
4. roles, jobs	who	141	241	341	441	.....
	what	142	242	342	442	.....
	when	143	243	343	443	.....
	where	144	244	344	444	.....
	why	145	245	345	445	.....
	how	146	246	346	446	.....
5. other related projects	who	151	251	351	451	.....
	what	152	252	352	452	.....
	when	153	253	353	453	.....
	where	154	254	354	454	.....
	why	155	255	355	455	.....
	how	156	256	356	456	.....
6. Project expenditure	who	161	261	361	461	.....
	what	162	262	362	462	.....
	when	163	263	363	463	.....
	where	164	264	364	464	.....
	why	165	265	365	465	.....
	how	166	266	366	466	.....
7. evaluation/ monitoring	who	171	271	371	471	.....
	what	172	272	372	472	.....
	when	173	273	373	473	.....
	where	174	274	374	474	.....
	why	175	275	375	475	.....
	how	176	276	376	476	.....

The user would devise his own scales for: feasibility of execution
reliability of information

3.2.5 The areas of concern are as follows:

a) Wants, needs and objectives

Ranging from macro, reflecting overall development philosophies and policies, including manpower requirements, to micro, such as courses and content: eg

i. at ministerial level - 'upgrading of English language teaching in secondary schools'

ii. at project level - 'setting up an in-service teacher-training programme'

iii. at operational level - running x number of courses for y number of students over z period of time

iv. at course level - drawing up syllabus etc.

b) Status of project

Relationship (or lack of) with existing institutions: legal status, official recognition; attitude of host community to project and to any qualifications it awards; selection procedures for and roles of counterparts; financial viability of host institutions after official recognition.

c) Management and financial structure of relevant organisations and institutions

Organograms; line management; areas of responsibility; levels of authority; accountability; project coordination; sources of information, documents etc; issues of 'divided loyalties'; key personalities, where the 'real' power lies; financial structure.

d) Roles and jobs

Job descriptions, degree of accuracy to be expected from job descriptions, and titles.

e) Other related projects

Other projects and/or institutions, including those of other organisations such as UNDP, LEAs, DTEOs, private sector and other donors, in the area which might influence the effectiveness of the project: eg liaison, cooperation, more efficient uses of resources and manpower, toe-treading, rivalry, unnecessary overlap.

f) Project expenditure

Responsibility for choice, provision, exploitation and disposal of equipment plus resources: ordering and supply schedules.

g) Evaluation and monitoring

Project history; schedules; frequency; internal vs external; formal vs informal; scope of evaluation.

3.2.6 Instructions for using the QGI

a) Identify the source of information relevant to the project (person or document) and enter at the top of a column on the matrix eg as in the model.

b) Familiarise yourself with the seven Areas of Concern and then focus on each in turn, working through the WH-prompts and creating as many appropriate questions as possible. For example, area 7 (evaluation and monitoring) might lead to the following questions:

Who will conduct evaluations?
Who will be evaluated?
Who can commission evaluations?
Who will evaluations be reported to?

c) Before each interview (or document research session) decide which questions it is appropriate to ask of the informant (or document).

d) Conduct the interview (or research) asking the questions and noting the answers in any convenient form. At the same time comment on reliability of the information given and the feasibility of the proposed action and objectives.

e) Collate your notes using the categories generated by the instrument. If used with a computer spreadsheet programme the numbers in the matrix boxes may be used. The first figure represents the person or document, the second the area of concern and the third the WH-prompt.

f) Periodically during the information gathering procedure you should check for areas where different parties give different answers, which will indicate important discrepancies. Similarly you should note where there are gaps on the matrix.

3.2.7 Implications

The process of using the instrument will focus attention on several inconsistencies, eg:

i. Why is a KELT project typically set up based on a fiveyear time span? A KELT contract normally runs for a fixed period of two years: how and why is this five-year time span applicable?

ii. Why is there rarely a handover period between one KELT leaving post and another replacing him on the same project?

iii. What framework exists, or could be set up, to ensure maintenance of projects once the KELTs have left posts?

iv. It is often difficult to reconcile the different perceptions of the project and its value as experienced by the KELT once he has got under the skin of the situation at post, where should the KELT's loyalties lie?

v. How does the KELT, after gaining insight into the local situation, resolve the discrepancies often occuring between his original job descriptions and what the situation demands?

vi. Are prescribed approaches always the most appropriate, eg how appropriate is the design requirement of counterparting where, in practice, the local situation lacks the personnel, resources and organisation to provide suitable people?

4. REMARKS

The Question Generating Instrument is a powerful and flexible research tool which can, among other applications, be used in the data collecting stage of the establishment of new projects. The instrument is relevant to the notion of appropriate methodology because it helps to define WHAT is specific about different situations. In other words it can be applied to provide essential data to inform decisions on approaches and methodologies relevant to specific projects. Used in such a context it can yield information of complex nature which takes into account different views of the role, scope and purpose of proposed and existing projects. It does not make decisions about HOW the project should be set up and carried out.

5. ACTION PLAN

Through the present Report the QGI will be brought to the attention of ODA, ELLD, OEAD, and will be considered with reference to its applicability in project contexts.

Further information on the Sri Lanka project can be obtained from

Jamie Drury
c/o The British Council
49, Alfred House Gardens
Colombo 3
Sri Lanka

SYLLABUS REFORM CASE STUDY

TRAINING TEACHERS TOWARDS A COMMUNICATIVE APPROACH IN HONG KONG ("GETTING CONFUCIUS ON OUR SIDE")

Leader: Muriel Kirton **Participants:** Ann Bolt
Jane Carey
Jim Coleman
David Kirwan

1. BACKGROUND

Background information was provided by Muriel Kirton, Materials and Methodology Officer at the DTEO in Hong Kong; this consisted principally of journal articles and papers, but there was also a series of tape-recorded interviews with Chinese teachers of English at the primary level. The main areas of the Hong Kong background considered were:

1. Socio-economic and cultural background to the education system: how parental pressure for more English grew up against this background, how this pressure led to the development of an education system where 87% of secondary schools use English medium.

2. Traditional teaching and learning expectations: study habits both those arising from traditional Chinese education philosophy and those skills acquired in learning written standard Chinese.

3. The new syllabus (introduced into the primary sector 1984 '85 and to be introduced into the secondary system over the next 3 years): how it was being implemented not only at classroom level but also in Teacher Training Colleges, ILE (Institute of Language Education), by textbook writers and any in-service training that might be happening (eg refresher courses at the British Council)

4. Teachers opinions (recorded in the taped interviews)

1. Children enjoy doing the activities	Headmasters and other teachers complain about noise levels.
2. Teachers interpret the communicative syllabus as orally based. Complain about lack of reading and writing	Claims that whilst spoken standards have risen, written standards have fallen.
3. Happy to do pair work but not group work	Again noise levels.
4. Educational TV based on previous syllabus. Mandatory once a weeks.	Not always the English teacher who takes the lesson.
5. 'Dictation' - not enough 'words' in the new books. Difficult to do dictations.	Parents and Headmasters demand dictations, both sign the dictations that the children do.
6. Books do not present grammar systematically.	Teachers do not know how to use the new bcoks and are going through them very quickly.

7.	'Underground' grammar book to supplement textbooks and prepare children for 'non-existent' tests.	Testing in English at Primary level has been abolished but children still tested by schools. Neither the 'grammar book' nor the tests are under the control of Education Department.

2. TASK

As can be seen from section 4 above, a major problem area is the lack of training in methodology to accompany the new syllabus. Although the teachers interviewed were positive towards a communicative approach they did not understand it fully nor were they able to exploit the textbooks to any worthwhile degree. The group therefore set themselves the task of designing a broad training scheme to overcome teachers' resistance to the new syllabus by showing how traditional teaching methods can be incorporated into the communicative approach. The project was dubbed "Getting Confucious on our side".

3. DISCUSSION AND PROPOSALS

3.1 Format of the training programme

A series of workshops would be organised to cover a period of six months. There would be two workshops per month.

The first workshop would be led by a teacher trainer, the second by the teachers themselves.

The workshops would take place in eight primary schools around Hong Kong with teachers from two other nearby schools attending. Thus 24 schools would be covered in each period.

3.2 Content

The workshops would cover four broad areas:

3.2.1 Incorporating traditional teaching methods

The aim of this section would be to build a bridge between what the teachers are accustomed to and what the new syllabus requires. Four techniques would be discussed:

a) Rote-learning: This could be 'transferred to' such activities as dialogues for the learning of poems and songs, and the re-telling of short stories. Teachers could be given copies of these to distribute to their children. In addition, standard traditional techniques such as learning vocabulary lists and grammar rules could be incorporated.

b) Dictation: Other ways of using dictation could be discussed. Dictating words of songs is one way dictation could be revitalised.

c) Chanting: Chanting, a very popular school activity, could be harnessed by moving it towards a more natural delivery. The use of tapes exemplifying English stress and intonation patterns would help here.

d) Penmanship: Copying could be used as the first step towards writing, progressing on to substitution tables. There could be handwriting competitions and production of posters and notices for classrooms based on projects or language work covered in the lessons.

Attention would also be given to the "underground grammar:" Teachers have been using this to supplement the textbooks and as a basis for tests, even though it is unofficial. Instead of trying to undermine the underground grammar, teachers could be encouraged to discuss how to incorporate it with the textbooks, and to produce teachers' notes to accompany it.

3.2.2 Basic Teaching Techniques

Here the emphasis would be on presentation techniques, eg introducing new language in context. This would be followed by language practice activities.

3.2.3 Communicative Activities

There would have to be discussion initially on what is meant by "communicative activities", since this is covered inadequately in the teacher's books. This would lead on to discussion of various activities such as games, songs, role-play, etc.

3.2.4 Test-Writing

Children are given weekly tests, generally based on the underground grammar book. Teachers would be encouraged to write tests covering structural, functional and skills work. Sessions on test-writing would take place throughout the series of workshops.

3.3 **Workshop structure**

3.3.1 English lesson

The aim of this would be both to upgrade the teachers' level of English and to demonstrate teaching techniques. After the lesson there would be discussion on how the teaching point was introduced and how else it could be used. A typical and appropriate lesson (no particular order implied) might be:

1. A grammatical item for contextualised presentation.

2. Structural practice:

   - drills
   - exercises
   - role play
   - controlled communicative activities: eg information gap exercises, games

3. Text-based skills:

   - vocabulary learning
   - reading comprehension
   - multi-skill projects

4. A song or poem to memorise and/or a dictation.

5. Fluency activities.

3.3.2 Teacher Training

One possibility in this section would be to set the teachers a teaching point, divide them into groups and ask each group to produce a piece of material for the teaching point, eg a dialogue, a dictation, a reading passage and a more communicative activity, and to write accompanying teachers' notes.

3.3.3 Workshops led by teachers (second each month)

At the end of each input session, the trainer would set a point for the following self-access session and appoint or ask to be appointed a group leader. The self-access sessions would follow a similar format to the input sessions with perhaps discussion initially on a teaching point as a language improvement exercise followed by discussion of activities for teaching the point.

3.4 **Administrative aspects**

At the same time there would be macro- and micro-thrusts at the administrative levels with particular reference to the syllabus itself and pre-service training.

3.4.1 The main thrust of recommendations at the macro level would be contained in a brief to Education Department prepared during the latter half of August and September. Prior to this, however, general agreement for support from Representative and particular support for identification of Teacher Training Colleges and their heads as a new target group for Council activity would be sought. A brief would be presented to Education Department in October by Representative; with an estimated discussion period of 6 months decision could be expected in April. A positive response would lead to revival of the Curriculum Development Committee with responsibility for restructuring of the school syllabus and to implementation of a revised curriculum for the Teacher Training Colleges.

3.4.2 At the micro level we were looking at ways both to improve flow of information about the new approach and to provide methodological support for its implementaion. Activity at this level would have two main foci:

a) Within the schools Heads of English Departments (Panel Chairmen) would be invited to meetings starting in January 1987 and thereafter twice yearly. They would also attend 3 x 1 week courses designed to provide information about methodology appropriate to the new syllabus, which they would then pass on to their staff.

b) Training sessions for inspectors, representatives from teacher training colleges and from the Institute of Language Education (Education Department).

Both of these foci could be given further support through:

i. Visits by teacher training college heads to UK to visit similar institutions providing exposure to relevant methodological approaches. Shared cost basis.

ii. International conference; specialist speakers(s)

iii. Education fair linked in with Educational TV and specialist visit.

4. REMARKS

It is clear that what is being recommended depends on getting agreement from a large number of relevant people but this is not anticipated as a major difficulty in the Hong Kong context. The Education Department is highly committed to the syllabus project and in the past has given both time and money to it.

5. ACTION PLAN

It would take twelve years to cover all the primary schools in Hong Kong in the way suggested in paragraph 3.3 above, but it is not necessarily proposed that these workshops continue for this length of time. Firstly, it is hoped that the workshops will have a ripple effect on other schools. Secondly, newly trained teachers will be coming out of the teacher training colleges in 1989. We therefore propose to run these workshops for three years and then to review their usefulness. An overall time chart showing teacher training and administrative macro and micro support is presented below:

Further information on teacher training in Hong Kong can be obtained from:

Muriel Kirton
A4-27
Grandview Tower
126 Kennedy Road
Hong Kong

Table 4

Who	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jul	Sept	1988	1989
		1986		1987							1987			
Rep ELO MK	BC agree TTCs as target group	Prepare brief for ED.	Present brief to ED.	← Continual, gentle, wide-ranging lobbying →					Estimated timing of ED decision	Revival of Curriculum Dev Cttee	20 inspectors to UK specially designed course.	Introduction of new TTC curriculum.		Entry of newly trained teachers into Primary Schools
MK ELO		Involve new tch trainers (ex-pats)	← Preparation of revised TTC's curriculum proposals →							Present proposals				
MK ELO		Seek approval for PC meetings ↔		Prepare meetings for PCs TTC (reps) Insps IEE		PC meetings, evaluation of meetings, follow-up seminars					← 2 x 1 day PC meetings →			
ADOS		+ tch w/shops		Prepare w/shops		Unleash: 2 x monthly workshops (1 supervised + 1 self-access)					← 3 x 1 week courses annually for PCs on release basis →			
Rep								TTC Heads to visit UK ▼						
MK ELO	Approach to include ETV	ELO builds up advisory role					▲	▼	Develop new programmes					
Rep ELO					International Conf; SPT visit		ED Fair media SPT visit	▼						
BC Costs * Shared costs **					£1,500 *		£1,500 *	£7,000 **						

PART III

Special Interest Groups

TEACHING LARGE CLASSES

Leaders: Ian Thomas
David Clarke

The large class factor is an important component in any debate on 'Appropriate Methodology'. Remembering Schumacher's words it was suggested Big could also be Beautiful and three questions were asked:

1. What is a large class?

2. Why are large classes - the NORM - so frequently neglected?

3. How can learning in large classes be enriched?

A group task was then set as follows:

1. Think of and share any good experiences of large class teaching. Discuss the criteria you used to decide it was 'good'; how was the 'goodness' achieved?

2. Prepare a checklist of procedures/guidelines for enriching large classes.

Four groups produced the following feedback:

Group A: Possible sources to exploit in order to add enrichment:

Radio programmes (eg BBC 'World' services)

Observer EFL packs for EAP. (Pair work, cloze tests.)

UNICEF documentary films (etc)

Newspaper articles etc (sent out from UK)

Magazines

Importance of group activity/tasks

Provision of self-access materials, eg work cards for brighter/weaker students

Outside speakers eg doctors, craftsmen

Possibility of doubling-up with a colleague for group/workshop type sessions (using second room)

Using another lecturer/teacher to demonstrate (eg drama/music teacher improvisation, mime, singing)

Singing songs/jazz chants/limericks and rhymes (to improve pronunciation)

Crossword puzzles

The group stressed the importance of group activity following any presentation lesson by the teacher. Some sort of feedback should be demanded from the group in order to give them clear objectives.

Group B stated that there were various definitions of a 'large class' including class space and teacher-pupil ratio.

The criteria of 'goodness' are, the group thought, the orthodox criteria for all classes, though it was acknowledged that achievement is more difficult with large groups.

Activities that could be used included:

Use of resource students.

Group work with the group remaining fixed while leaders change.

Communal activities, eg songs, action rhymes.

The class should be used as a source of resources.

Classroom management requires good general discipline, frequent repetition of class procedures and instructions, as well as clear definitions of the task to be done. If there is a shortage of furniture it is better to remove it in order to achieve a satisfactory classroom layout. Monitors can help the teacher in the running of the class.

Group C also saw the large class as essentially the same as a small one; the large class simply uses pairs or groups as the individuals would be used in smaller classes, though whether groups are graded or mixed is open to debate.

Although large classes are the norm and not an abberration they can be fun, since they generate interesting activity and require a true 'performance' by the teacher, who will need to control the whole class and avoid dead areas. Indeed, another class could be brought in to provide a second teacher for team or other dual activities.

In classroom management terms routines must be established to include perhaps, self-marking, easy access to materials, and periods of silent work.

Group D listed five activities that could be used with large classes, including some of those mentioned by other groups:

1. Develop group responsibility and a monitor system.
2. Include listening activities.
3. Exploit the lecture format through appropriate tasks.
4. Encourage choral responses.
5. Organise story telling activities.

They emphasised the importance of being realistic and doing what is feasible.

Discussion of these ideas threw up more questions, such as whether a large class can, in fact, be handled like a small class. What is required, it was suggested, is a specific methodology for large class teaching enquiring into management and organisational decisions that need to be taken.

PRE-DEPARTURE BRIEFING

Leader: Mike Freeman

About 10 participants attended a short meeting as a follow-up to points raised in Alan Tonkyn's talk on social and educational problems of overseas students studying in the UK. The discussion centred around problems with the present TCT arrangements and suggested the improvements summarised below.

Problems and Recommendations

1. KELTs do not receive enough information concerning the TCT scheme. They should receive full documentation (Key Sheets) and handbooks well before candidates leave for the UK.

2. Addresses of KELTs as held by TCT Department were not always correct and sufficient time should be allowed for postage to isolated posts.

3. Telexes should not be used unless they were really necessary.

4. TCTD does not sufficiently consult host institutions when selecting courses for candidates in the UK.

5. It was felt that there was often poor planning leading to very late notification of travel to the UK.

6. More information should be given to those responsible for pre-departure briefing including cultural, educational, and practical aspects. The possibility of a briefing-pack containing a variety of useful material should be considered.

7. Candidates should be given the opportunity to meet returning candidates prior to departure.

8. TCTD should hold on file information on each point of contact overseas including correct address, postage times, how long it takes to get a visa, and a medical check, how far it is from local officer to candidates, etc.

INTERACTION IN FRONT OF THE COMPUTER

Alison Piper

At Ealing College of Higher Education work in CALL continues in the footsteps of the CALL pioneer, Graham Davies. One aspect of this work is the teaching of word-processing packages to EFL students. These students are the only students within the College who are able to use the WP facilities and motivation is consequently high. After being assisted by language trained staff in learning a WP package, students may use their newly acquired skill to compose documents for instrumental, educational or recreational purposes. The composing of such documents may be a solitary or social affair. In the latter case verbal interaction between co-authors is normal. The exact nature and degree of such interaction formed the subject of a programme of research carried out by the speaker. Using transcripts of video and audio recordings she was able to classify utterances using such categories as 'Repetition', 'Discussion', and 'Management'. 'Repetition' referred to the repetition of linguistic material presented on the screen. 'Discussion' referred to discussion of this linguistic material or of any related topic. 'Management' referred to language used to control progress of the authors through the process of composition by the use of such utterances as instructions ('Press F1', etc). The speaker had found significant differences between the frequencies with which each of these categories was used in the programmes 'Cloze Master', 'Word Order' and 'Copywrite'. She had also noted differences between the length of utterances she had recorded and the length noted by other researchers.

Rapporteur: Richard Webber

CONCLUDING REMARKS

Tony Deyes

I think it might be useful to ask ourselves, after some 70 hours working together, where we now feel we stand on 'Appropriate Methodology', and how the points for action we have set ourselves in the case studies reflect this current position.

Appropriate Methodology at the M1 level - using Roger Bowers' distinction of M1 for classroom practice and M2 for project design - is probably more easily recognised in the breach. It is easier to say "this is an inappropriate exercise", or "that seems an inappropriate test", than to devise principles which will produce appropriate tasks. We did have some examples of appropriate tasks from our speakers: Mike Beaumont's use of teachers preparing materials in groups as a training strategy is one; Charles Alderson suggested all tests might, in some sense, be considered appropriate to the courses for which they are designed; Bob Marsden gave examples of exercises and material-design appropriate to the medium through which the materials are to be presented. In general, however, because M1 appropriacy is dependent on particular sociocultural settings it is difficult to define M1 appropriacy a priori.

At the M2 level Roger Iredale presented ODA's view of a systematised framework against which KELT (and other) projects should be designed for a particular country. ODA thus provides one interpretation of the broader socio-cultural setting translated into an aid policy for a particular context. Hugh Hawes underlined the importance of exploring and understanding local customs and traditions and overcoming barriers through constructive communication. The barriers created by different traditions, he argued, can be overcome by talking problems through; patterns of teacher education can be reassessed with the teachers; compartmentalised syllabuses need to be negotiated with the appropriate agents at central, local and school level; textbook deficiencies can be overcome in the classroom through group learning (my underlinings). Exploratory interaction with the local community appears fundamental to the search for M2 appropriacy.

Widdowson's reference to the 'unique position' of KELT and DTE personnel (hopefully!) indicates his belief that we are in a privileged position whereby we are able to extrapolate both from our knowledge of the local community and from our expertise in ELT. Appropriacy can thus be seen as a product of the exploratory and extrapolation processes.

These two processes happily underlie the Dunford case-study procedure. Here we explore (by direct observation if we follow the valuable precedent set by the Somalia videos) and extrapolate from our overseas and ELT experience in suggesting solutions to problems that are not necessarily our own. Interaction with local personnel figures extensively in all the 'Action Plans'. So, in Tunis local teachers will be involved in piloting the CALL/ELT materials; in Sabah senior teachers are to be a vital element in the maintenance of the in-service momentum; in Somalia the materials design proposals now go back for discussion with implementers at CDC; in Hong Kong various bodies, including the Council, will attempt to further the introduction of the new syllabus through negotiation with the Ministry; and the 'setting-up' group are advocating better communication between local host institutions, project administrators, and KELTs themselves.

Finally it is important to remember the warning given by more than one speaker during the seminar that Schumacher's (1973) phrase "intermediate technology" (where the seminar has its roots) could give rise to a patronising attitude of 'we have sophisticated technology but you are only ready for an intermediate version'. Alan Tonkyn's talk illustrated how dangerous such an attitude can be. Our explorations and extrapolations must maintain that respect for our hosts which 'appropriacy' implies.

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